IMPROVING AMERICAN EDUCATION: ROLES FOR PARENTS

HEARING

BEFORE THE

SELECT COMMITTEE ON CHILDREN, YOUTH, AND FAMILIES HOUSE OF REPRESENTATIVES

NINETY-EIGHTH CONGRESS

SECOND SESSION

HEARING HELD IN WASHINGTON, DC, ON
JUNE 7, 1984

Printed for the use of the
Select Committee on Children, Youth, and Families

U.S. GOVERNMENT PRINTING OFFICE

38-386 O WASHINGTON : 1984

For sale by the Superintendent of Documents, U.S. Government Printing Office
Washington, D.C. 20402

H961-13

SELECT COMMITTEE ON CHILDREN, YOUTH, AND FAMILIES

GEORGE MILLER, California, *Chairman*

WILLIAM LEHMAN, Florida
PATRICIA SCHROEDER, Colorado
LINDY BOGGS, Louisiana
MATTHEW F. McHUGH, New York
JERRY M. PATTERSON, California
BARBARA A. MIKULSKI, Maryland
TED WEISS, New York
BERYL ANTHONY, JR., Arkansas
BARBARA BOXER, California
SANDER M. LEVIN, Michigan
BRUCE A. MORRISON, Connecticut
J. ROY ROWLAND, Georgia
GERRY SIKORSKI, Minnesota
ALAN WHEAT, Missouri
MATTHEW G. MARTINEZ, California

DAN MARRIOTT, Utah
HAMILTON FISH, JR., New York
DAN COATS, Indiana
THOMAS J. BLILEY, JR., Virginia
FRANK R. WOLF, Virginia
DAN BURTON, Indiana
NANCY L. JOHNSON, Connecticut
JOHN R. McKERNAN, JR., Maine
BARBARA F. VUCANOVICH, Nevada

COMMITTEE STAFF

ALAN J. STONE, *Staff Director and Counsel*
ANN ROSEWATER, *Deputy Staff Director*
CHRISTINE ELLIOTT-GROVES, *Minority Staff Director*

CONTENTS

Page

Hearing held in Washington, DC, June 7, 1984 1

Statement of:

Berry, Gene, president, National School Volunteer Program, and coordinator, Salt Lake City School Volunteers, Salt Lake City, UT, and Daniel Merenda, executive director, National School Volunteer Program, Alexandria, VA 6

Coleman, Karen Whigham, coordinator, community relations and public information, Seminole county school system, Florida, and 1980 Florida Teacher of the Year 79

Comer, James P., M.D., Maurice Falk professor of child psychiatry, Yale University Child Study Center, and associate dean, Yale University Medical School, New Haven, CT 55

Epstein, Joyce, Ph.D., director, school organization program, Center for Social Organization of Schools, the Johns Hopkins University, Baltimore, MD 69

Espinoza, Renato, Ph.D., senior researcher, Working Parents Project, Division of Family School and Community Studies, Southwest Educational Development Laboratory, Austin, TX 60

Green, Liller, director, Ivy Leaf Lower School, Philadelphia 78

McKenzie, Floretta Dukes, superintendent of schools, Chief State School Officer, Washington, DC 45

Stanley, Beatrice Perry, parent 48

Stanley, Kathryn V., student, Duke Ellington School of the Arts, Washington, DC 50

Woodson, Robert, president, National Center for Neighborhood Enterprises, Inc., Washington, DC 75

Prepared statements, letters, supplemental materials, etc.:

Berry, Gene (Ms.), president, National School Volunteer Program, coordinator, Salt Lake City School Volunteers, Salt Lake City, UT 11

Letter to Chairman Miller dated August 10, 1984, enclosing responses to questions posed by Congressman Lehman and Congressman McKernan 97

Prepared statement of with appendix 11

Coleman, Karen Whigham, coordinator, community relations and public information, Seminole County School System, Seminole County, FL:

Prepared statement of 82

Response to questions by Congressman William Lehman 112

Comer, James P., M.D., professor of psychiatry, Yale Child Study Center, associate dean, Yale Medical School:

Letter to Chairman Miller, dated August 20, 1984, enclosing responses to questions posed by Congressman Lehman 95

Prepared statement of 58

Epstein, Joyce L., director, school organization program, Center for Social Organization of Schools, the Johns Hopkins University:

Letter to Chairman William Lehman, dated June 11, 1984, with response to questions 104

Letter to Congressman George Miller dated August 2, 1984, enclosing responses to questions posed by Congressman Lehman 105

Prepared statement of 72

Prepared statements, letters, supplemental materials, etc.—Continued

Page

Espinoza, Renato, Ph.D., senior researcher, Nancy Naron, M.A., research specialist, Division of Family School, and Community Studies, Southwest Educational Development Laboratory, Austin TX:
- Prepared statement of ... 62
- Response to questions submitted by the Select Committee on Children, Youth, and Families ... 103

"Insights from Parents and Educators Regarding Parent Involvement in Education: Some Implications and Recommendations" submitted as written testimony by Parent Involvement in Education Project. Williams, David L., Jr., ed. d. project director, John T. Stallworth, Ph.D., research associate, Southwest Educational Development Laboratory, Austin, TX ... 115

Lehman, Hon. William, a Representative in Congress from the State of Florida, Chairman, Task Force on Prevention Strategies, opening statement of ... 2

Marriott, Hon. Dan, a Representative in Congress from the State of Utah, opening statement of ... 4

McKenzie, Floretta Dukes, superintendent of schools, chief State school officer, District of Columbia Public Schools, prepared statement of ... 46

Merenda, Daniel, W. executive director, National School Volunteer Program, Alexandria, VA:
- Letter from Chairman George Miller enclosing several questions, dated July 23, 1984 ... 99
- Prepared statement of with appendix ... 11
- Response to questions of Congressman William Lehman ... 99
- Response to question posed by Congressman John R. McKernan, Jr ... 100

Miller, Hon. George, a Representative in Congress from the State of California, and Chairman, Select Committee on Children, Youth, and Families:
- Letter to Beatrice Perry Stanley, dated July 23, 1984, enclosing questions posed by Congressman Lehman and Congressman McKernan. 101
- Letter to Floretta Dukes McKenzie, dated July 23, 1984, enclosing questions posed by Congressman Lehman and Congressman McKernan and responses ... 100
- Letter to James E. Comer, M.D., dated July 23, 1984, enclosing questions posed by Congressman William Lehman ... 95
- Letter to Joyce Epstein, Ph.D., dated July 23, 1984, enclosing questions posed by Congressman William Lehman ... 105
- Letter to Karen Coleman, dated July 23, 1984, enclosing questions posed by Congressman William Lehman ... 112
- Letter to (Ms.) Gene Berry, dated July 23, 1984, enclosing questions posed by Congressman Lehman and Congressman McKernan ... 96
- Letter to Renato Espinoza, Ph.D., dated July 23, 1984, enclosing questions posed by Congressman William Lehman ... 102
- Letter to Robert Woodson, dated July 23, 1984, enclosing questions posed by Congressman William Lehman ... 107

National Center for Neighborhood Enterprise, Washington, DC, "Alternative Educational Options for Minorities and the Poor," article entitled ... 108

Rich, Dorothy, ed. d., president, The Home and School Institute, prepared statement of ... 113

Stanley, Beatrice Perry, parent:
- Letter from Chairman George Miller, dated July 23, 1984, enclosing questions posed by Congressman Lehman and Congressman McKernan ... 101
- Prepared statement of ... 49
- Responses from Beatrice Perry Stanley ... 102

Woodson, Robert L., president, National Center for Neighborhood Enterprise, Washington, DC:
- Letter to Chairman George Miller, dated August 1, 1984, enclosing response to Congressman Lehman's questions ... 107
- Prepared statement of ... 76

IMPROVING AMERICAN EDUCATION: ROLES FOR PARENTS

THURSDAY, JUNE 7, 1984

HOUSE OF REPRESENTATIVES,
TASK FORCE ON PREVENTION STRATEGIES,
SELECT COMMITTEE ON CHILDREN, YOUTH, AND FAMILIES,
Washington, DC.

The task force met, pursuant to call, at 10:15 a.m., in room 2358, Rayburn House Office Building, Hon. William Lehman (chairman of the task force) presiding.

Members present: Representatives Lehman, Boggs, Martinez, Marriott, Fish, Johnson, and McKernan.

Staff present: Ann Rosewater, deputy staff director; Karabelle Pizzigati, professional staff; Tony Jackson, professional staff; Donald Kline, senior minority professional staff; George Elser, minority counsel; and Joan Godley, committee clerk.

Mr. LEHMAN. Good morning, and welcome to this prevention strategies task force hearing on "Improving American Education: Roles for Parents."

I might add that I am chairman of the Transportation Subcommittee on Appropriations, and we never had this many people for one of our own appropriation hearings. So maybe that is a statement about the priorities of the American people.

No one would question that parents want the best education for their children. From successful experiences around the country, we know that parents can and will get involved to make sure that their children receive a good education, and that they do make important contributions. Yet, with all the recent discussion and debate about improving education nationally, very little attention has been paid to strategies for involving parents and families in that process.

What roles can and should parents and families play in their children's education? What can parents do to improve the quality of schooling overall?

A decade of research and experience suggests that parents are very interested in participating in school or district advisory groups, in learning activities at home, tutoring at school, helping with special projects or programs, and so on. Parents know a lot about their own children, and have a lot of information to exchange with teachers that should make it more possible for teachers and school officials to work well with students.

Throughout select committee hearings during its initial year, we heard on many occasions how strongly parents felt about getting

involved in their children's education and the effects they believed they had. The committee recognizes as well that many children, especially those who live outside their parents' home, may not have families who can become involved in the child's school. These students must not be forgotten or overlooked.

Changing economic and family circumstances also compound the difficulties some families face. Single-parent families and families where both parents work, for example, face time and workplace pressures that call for accommodations in order to assure they can participate in school-related activities.

Today we will hear from noted educators and researchers concerning the major issues that parents and educators are facing in working together, and how some communities are successfully dealing with those difficulties.

Let me thank all of our distinguished witnesses for their leadership in this area and for taking the time to be with us today to share their work, their personal experiences and their recommendations.

I might add that I was a schoolteacher for a short period of time back in the early 1960's, and I served on the Dade County School Board from 1966 to 1972, and the last 2 years as chairman of the Dade County School Board. I can remember the mail I used to receive signed "a concerned parent." The concerned parents were good, but they also had a tendency to make the administration and the staff and school board members shiver a little bit.

The other thing that happened to me last week when I was home was a young woman came up to me and said, "I don't know if you remember me, but I was Doris Leschner, and I was in your 7th period English class in 1963, and I will never forget that was a period in which we received word that President Kennedy had been shot. It was one of the most memorable instances of my life." She went on to say that as a teacher, I had some effect on the way that her life had turned out. I think that is one of the most valuable things any person who has experience in education can have. If someone later can come back to that person involved in education and say, "Yes, you made a difference." Those are the things that I believe are really important and determine the quality of our life.

At this time, I would like to recognize the ranking Republican of the full committee and a very good friend of mine, a former traveling companion, and possibly the next Governor of Utah. It would be good for the State, even if he is a Republican. [Laughter.]

[Opening statement of Congressman William Lehman follows:]

OPENING STATEMENT OF HON. WILLIAM LEHMAN, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF FLORIDA, AND CHAIRMAN, TASK FORCE ON PREVENTION STRATEGIES

Good morning, and welcome to this Prevention Strategies Task Force hearing on "Improving American Education: Roles for Parents."

No one would question that parents want the best education for their children. From successful experiences around the country, we know that parents can and will get involved to make sure that their children receive a good education, and that they do make important contributions. Yet with all the recent discussion and debate about improving education nationally, very little attention has been paid to strategies for involving parents and families in that process.

What roles can and should parents and families play in their children's education? What can parents do to improve the quality of schooling overall?

A decade of research and experience suggests that parents are very interested in participating in school or district advisory groups., in learning activities at home, tutoring at school, helping with special projects or programs, and so on. Parents know a lot about their own children, and have lots of information to exchange with teachers that should make it more possible for teachers and school officials to work well with students.

Throughout Select Committee hearings during its initial year, we heard on many occasions how strongly parents felt about getting involved in their children's education and the effects they believed they had. The Committee recognizes as well that many children, especially those who live outside their parents' home may not have families who can become involved at the child's school. These students must not be forgotten or overlooked.

Changing economic and family circumstances also compound the difficulties some families face. Single-parent families and families where both parents work, for example, face time and workplace pressures that call for accommodations in order to assure they can participate in school-related activities.

Today, we will hear from noted educators and researchers concerning the major issues that parents and educators are facing in working together, and how some communities are successfully dealing with those difficulties.

Let me thank all of our distinguished witnesses for their leadership in this area and for taking the time to be with us today to share their work, their personal experiences and recommendations.

Mr. LEHMAN. My good friend, Dan Marriott.

Mr. MARRIOTT. Thank you, Mr. Chairman.

Mr. LEHMAN. Why don't you swap seats with me. I will be the ranking Republican. [Laughter.]

Mr. MARRIOTT. May I also have the gavel, Mr. Chairman? [Laughter.]

I enjoy very much being here, and appreciate the chairman giving me a moment to address a few issues.

I would like to welcome all the witnesses here today, with a special welcome to Mrs. Gene Berry. Mrs. Berry is the president of the National School Volunteer Program, and coordinator of the Volunteer Program for Salt Lake City Schools. She holds a master's degree in education from the University of Utah, has done additional graduate work at BYU, Westminster, and USU, and is married and the mother of three children. I am pleased to tell you the National School Volunteers Program will hold its 12th annual meeting in Salt Lake City, October 14 to 17 of this year.

The volunteers in the Salt Lake City School District contributed 336,629 hours to enrich the educational program of the districts in 1982-83. This contribution was made by 17,104 volunteers, it is valued at $2.5 million, if each hour contributed is $7 an hour.

Data from a recently completed survey covering the 1982-83 school year done by the National School Volunteer Program, the National Center on Education Statistics, and the School Management Group of Salt Lake City, shows that 4.36 million persons provided part-time or full-time volunteer service to public schools during the 1982-83 school year. These volunteers contributed an average of 3 hours per week. If valued at $7 per hour, the Nation's public schools received a minimum of $917 million worth of volunteer service to supplement and enrich the educational programs of the schools.

In a time when resources to pay teachers a fair wage and to provide for other school needs is in strong competition with local, State, and national needs, the dollar value of volunteers in schools cannot be underestimated.

On the other hand, there is no way to place a dollar value on having positive adult role models for children and youth. There is no substitute for interested, concerned, and involved parents and other volunteers working in partnership with good schools and good teachers. This partnership makes good schools better and the best schools superior.

I am delighted to be able to be here to hear more about the volunteer programs and more about parental involvement in education. I am not a member of this task force, but I am a member of the full committee. So it is an honor for me, Mr. Chairman, to take part in this hearing.

I will have to be in and out, so pardon me if I get up to leave. I am conducting a hearing next door on acid rain, so I am keeping my options open in all areas, Mr. Chairman.

But, again, I appreciate being here, and I thank you for holding this hearing.

[Opening statement of Hon. Dan Marriott follows:]

OPENING STATEMENT OF HON. DAN MARRIOTT, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF UTAH

Mr. Chairman: I am pleased that our Prevention Strategies Task Force is holding this hearing on "Improving American Education: Roles for Parents."

I extend a warm welcome to all of our witnesses today but I am particularly pleased that Mrs. Gene Berry, President of the National School Volunteer Program can be with us today. Mrs. Berry is the Coordinator of the Salt Lake City School District's Volunteer Program and is highly qualified to testify on the role of parents and other volunteers in assisting our schools in doing a better job of educating our children.

Mrs. Berry has her Masters Degree from the University of Utah having specialized in the Cultural Foundations of American Education. She has taken additional graduate work at Westminster College, Brigham Young University, and Utah State University where she has specialized in the education of young children. She has served for ten years as the coordinator of our volunteer program in the Salt Lake City School District.

Mrs. Berry is the mother of three children ranging in age from 13 to 20 so she can speak as a parent as well as a highly qualified professional. Mrs. Berry, welcome to this important hearing.

I am very impressed with the accomplishments of our volunteer efforts in the Salt Lake City School District. I think I am justified in noting that the Salt Lake City Schools have been recognized nationally three times during the past decade for its use of volunteers. Twice the National School Volunteers Program, Inc., a United Way supported program, has awarded honors to the District. On a third occasion the Valley Forge Foundation has cited Salt Lake City for its outstanding use of volunteers.

It is equally noteworthy that 17,104 volunteers gave 366,629 hours to the Salt Lake City Schools during the 1982-83 school year. If we conservatively estimate the value of this volunteer effort at only $7.00 per hour which is an average between the minimum wage and the wages paid high tech personnel, we discover that volunteers contributed over $2.5 million to the Salt Lake City Schools alone.

A further analysis done by the School Management Group of Salt Lake City, the National Center on Educational Statistics, and the National School Volunteer Program, shows that 4.36 million persons provided part-time or full-time volunteer services to public schools during the 1982-83 school year. The average number of hours contributed by volunteers was three hours per week. If we value this at only $7 per hour we discover that the nation's public schools received a minimum of $917 million in volunteer services.

In a time when fiscal resources to pay quality teachers a fair wage and to provide other school needs are in strong competition with other pressing local, state and national needs, the dollar value of volunteers in the schools can not be underestimated.

More importantly, however, is the value of volunteerism in the schools as reflected in higher achievement of students, the increased understanding of problems

faced by our schools and our teachers, and the higher level of confidence parents have in their schools when they become an integral part of the education process.

I know of no way to place a dollar value on having positive adult role models—especially parents, teachers, and other community volunteers—interacting with children and youth. I am convinced that there is no substitute for interested, concerned and involved parents and other volunteers working in partnership with good schools and good teachers. It is this partnership that makes average schools good and good schools excellent.

Once again, let me welcome all of our witnesses here today. I know that the Committee will benefit greatly from your testimony.

Thank you Mr. Chairman.

Mr. LEHMAN. Why don't you just stay where you are. We will put you on the Democratic side temporarily.

Mr. MARRIOTT. That would be sad, but I will do it. [Laughter.]

Mr. LEHMAN. Our first witness is on the way. She will be here soon. What we will do at this time is skip to Gene Berry—excuse me. I didn't see the other members here. We are very happy to have you here. I just wonder at this time if you would like to make a statement?

Mrs. BOGGS. Thank you so much, Mr. Chairman. I don't want to impose upon the time of task force members. I want to commend you and Mr. Marriott and the other members of the task force for conducting these hearings. I can think of no more important area of our children's lives or the lives of our families than the area of education and of volunteerism by parents and among parents, and between parents, the general public, the school society and the corporate citizenship world in trying to improve the quality of education and be intimately involved in the process.

I attended two meetings yesterday and today. One was with the Children's Welfare League which is holding a national conference here in Washington. The expression of interest in having parents and other volunteers involved in the educational system has been one of the outstanding programs at the conference.

In addition, this morning I attended a breakfast of the American Chemical Society, and was extraordinarily pleased to know that they had done a survey of the needs in education, particularly, of course, as it relates to science and technology, and developed recommendations to meet the needs. Among those recommendations was involvement of the voluntary community, particularly parents, and of the larger society—both private and corporate citizens—in the school system with the young people.

So I think that your task force is certainly addressing a need and making suggestions for meeting needs that are commensurate with the undertakings of large national bodies concerned with education of our children. I thank you very much for allowing me to be here to be a part of it.

I am especially interested because the father of one of the witnesses here today has been a good friend of mine for a very long time. I had the opportunity of hearing the accolades about his service to our community at his retirement party a week or so ago in New Orleans.

I am very pleased to be with you, and thank you very much.

Mr. LEHMAN. Mr. McKernan, would you like to make a statement?

Thank you, Mrs. Boggs.

Mr. MCKERNAN. Just a brief one, Mr. Chairman. I want to say I am glad I had the good sense to wear the same suit that you have on today. I would say what everyone else has been saying, and commend you for having this hearing.

I formed an advisory committee in the State of Maine to advise me on issues involving children, youth and families. I have also formed an advisory committee on education. It is amazing, I think, to all of us how much those interrelate, and how much the job of educators has changed in the last few years to really involve some of the issues that this committee faces. We now have an educational system that is doing more than educating our children, also serving to do a lot of the social work that we may not realize is being done in the educational field. I think it is important that we focus on what is happening in our society, what the role of the family really is in education, and how those two institutions are emerging today, as well as what ought to be proper Government policies, as it affects both families and the educational arena.

So, again, I want to commend you and thank you for having this hearing.

Mr. LEHMAN. Thank you, Mr. McKernan.

At this time, without objection, we will move right into the testimony of Mrs. Gene Berry and Mr. Daniel Merenda.

If you come forward, and perhaps if you do not want to read your statement in its entirety, perhaps for time's sake, you could summarize it, and then we will be able to ask you a few questions. Your statement will be included in its entirety in the record.

STATEMENTS OF GENE BERRY, PRESIDENT, NATIONAL SCHOOL VOLUNTEER PROGRAM, AND COORDINATOR, SALT LAKE CITY SCHOOL VOLUNTEERS, SALT LAKE CITY, UT, AND DANIEL MERENDA, EXECUTIVE DIRECTOR, NATIONAL SCHOOL VOLUNTEER PROGRAM, ALEXANDRIA, VA

Ms. BERRY. Thank you, and good morning. We are pleased to be here.

I am happy to introduce Mr. Dan Merenda, executive director of the National School Volunteer Program. He will begin our testimony.

Mr. MERENDA. Thank you, Mr. Chairman and members of the committee. It is a pleasure to be here to talk about parent-citizen involvement in education and to talk about the National School Volunteer Program and the role that it has been playing in promoting and advocating parent-citizen involvement in education.

The National School Volunteer Program is a nonprofit education association headquartered in Alexandria, VA. Our mission is to strengthen the partnerships between educators and citizens on behalf of students. What we do is assist school systems in recruiting, training and placing volunteers in public schools. Our national membership stands at approximately 1,100 program members, and represents 48 States, Canada, Mexico and the U.S. territories.

The majority of our members are directors of school volunteer programs. They are full-time paid staff within school districts. They coordinate impressive numbers of volunteers in almost every urban school system in the country, many surburban and many

rural school districts. In New York City, for example, there are 25,000 volunteers providing remedial tutoring and math services to students in the classrooms. They work one-on-one with the gifted and with the handicapped. They provide the teacher with more time to teach by doing classroom management tasks such as filing, grading tests, and things of that nature.

In Houston, TX, where volunteers participate in all of the district's 168 elementary schools and most of the district's secondary schools, there are 13,926 volunteers contributing over 400,000 hours of service.

The State of Florida documents 85,000 volunteers currently providing services to children in the schools in the State of Florida.

Here in the District of Columbia, some 12,000 volunteers help children to a better education by serving as mentors, role models, armchair historians, tutors, and guest speakers.

In Los Angeles where seniors are tapped as a major resource, there are some 24,000 volunteers currently providing services.

The San Francisco School Volunteer Program reports some 1,650 volunteers who give an average of between 2 and 10 hours per week.

Nationally, I think Congressman Marriott did a fine job in talking about the 4.3 million volunteers who are out there in our schools today.

These individuals are—33 percent of this number represent parents, another 24 percent older citizens, another 21 percent are students who are providing volunteer services, and an impressive 18 percent of this number is representative of the business communities. Volunteers are today in 79 percent of our public schools, 88 percent at the elementary level and 60 percent at the secondary level.

Volunteer programs, contrary to public opinion, are not free. They do cost money. We found in our survey that the average expenditure by school districts in 1982 was $11,000. Of the money spent, some 30 percent comes from the private sector, and another 70 percent from public taxes. The rate on the return of that investment, I believe, is phenomenal, some 50 to 1.

To have a successful program, we have learned that there are some necessary common factors. Those factors, quite briefly, are: We found that in school districts where there is strong district-level support—that is, where the board of education or the superintendent vocalize their support and provide line-item budget support—the programs seem to be more stable and more successful.

Written policy: A formal written policy submitted to the board and adopted by the board of education supporting the program and outlining requirements, requirements such as volunteers working under the supervision of paid staff.

A systemwide manager is a necessity. The programs, volunteer programs, parent involvement programs are as difficult to manage as any other program operating within school systems. There is a concept that if you are talking about a parent involvement program or a volunteer program, that somehow the programs will run themselves. That is not true. You need a full-time manager, someone who has those kinds of skills, to make the program work.

Building level managers at the school building level, an individual to be designated by the principal to manage the program, not necessarily a paid staff, but someone who is going to be responsible for organizing.

People: Volunteer programs focus on involving people, not procuring money. The annual Gallup poll of the public attitudes toward public schools repeatedly shows that people are more supportive of social institutions with which they have direct contact and involvement. The volunteer program is an avenue of involvement into the public schools, a way of letting not only parents play a substantive role in the instruction of their children, but a way of getting those involved who otherwise have no direct contact with the public schools, those seniors, those business people who only read about the things that are happening in education.

Volunteer programs are successful when you provide options for volunteers. People need choices. Not everyone wants to be a classroom assistant. If you are bringing in a business person who is a computer expert, that person may well not want to tutor on a one-to-one basis, but that person may be someone who could assist the principal in management, in rescheduling, in providing more time for students and time on tasks.

We found that collaboration and long-range planning is a necessity in parent involvement and volunteer programs. All of those individuals who are attracted by the program need to be involved in the planning. Teachers and people who are going to be involving the volunteer in the classroom need to be involved in planning.

But the results are worthwhile. I just want to spend one minute talking about the Dade County public schools and the result of a survey that——

Mr. LEHMAN. If you are going to talk about Dade County, we will let you talk for 2 minutes. [Laughter.]

Mr. MERENDA. In 1975, the Dade County public schools with the University of Miami did a study where volunteers who were trained as tutors worked with students in grades two through six. They tutored 3 times a week, 2 hours each time, for a total of a 3-month period. They set up control groups, they did pre- and post-testing, and they tutored in the area of math and reading.

They found that the nontutored group achieved at the .038 level in reading, while the tutored group, those receiving the volunteer services, achieved at the 1.02 level. In mathematics, the results were equally impressive. I think this is quite interesting. They achieved in mathematics at .080, while the nontutored group lost, dropped a .059.

On a broader basis, the results of the findings indicated that volunteers have much to offer beyond simply increasing human interaction levels, that they can play a substantive academic role in improving the quality of education.

Nationally—I don't want to take any more of the committee's time, but I would like to turn the testimony back to Gene Berry, who is going to talk about the Salt Lake City School Volunteer Program.

Mr. LEHMAN. At this time, I would also like to invite up to the table Mrs. McKenzie and also Beatrice Stanley and Kathryn Stan-

ley. You are all part of this panel, so you may introduce yourselves to each other.

I might add something about Dade County. The best volunteers I have experienced in my 6 years on the school board were the retired elderly craftsmen who went into the vocational education classes after they retired from their skills, machinists, carpentry and plumbing, and whatever they did. They commanded such respect from the students, and were not only able to teach them the practical part, but they maintained a kind of a discipline and respect that the teachers themselves were not able to command from the same students.

I didn't know whether that was part of your volunteer program that you experienced, but it certainly was an effective policy, the ones that I have experienced.

We will go now to Mrs. Berry, and we will try to make this as brief as possible, and then we will go to the panelists from the Duke Ellington School and the District of Columbia public schools.

Ms. BERRY. Thank you.

I have been coordinating the volunteer program in Salt Lake City for the past 5 years.

Our district level volunteer program began in 1969. We started with 14 volunteers working in a second grade classroom. As Congressman Marriott told you, we now are counting over 17,000 volunteers in our schools. I would say that more than half of those volunteers are parents. But there are others. We have 400 wonderful Smiles Senior Volunteers. They are age 55 and older. We also have an Adopt-a-School Program going and we have youth volunteers as well. So in the last 15 years, we have been able to develop quite a variety of volunteer programs in our schools. But we will be emphasizing parents in our testimony this morning.

The parents are working as tutors, classroom assistants, and great books discussion leaders. They are giving clerical help, and library assistance. We also have them working with us on task forces and on school governance councils.

We don't have a lot of hard data on the effects of parent involvement in the education of children, but we believe, and we do have indicators in the data, that it does improve the excellence of education for our children.

We in Salt Lake City look at increased public confidence, at high attendance levels and higher achievement levels as indicators of improved educational excellence. In comparing our own kind of Gallup poll on public confidence in the schools we noted that the national Gallup poll had the public giving the schools a 37-percent vote of confidence; in Salt Lake, our community had a 46-percent confidence rating in the public schools. Parents with children in our schools had a 64-percent confidence rating.

Attendance levels have been over the 90th percentile in our district for many years. In 1976 they were at 92 percent, and this last year up over 97 percent.

Our achievement levels at grades kindergarten through eight are over the national norms at every grade level and, in some grade levels, 2 years above the national norms. So we feel that the intensity of that relationship with parents is having a positive effect on

the quality of education for our students, and it is improving their education.

What did we do? How has this come about? We have found that the reform of those traditional attitudes about parents has been a critical issue that we have had to deal with. When Dr. Thomas, our superintendent, came to Salt Lake some 11 years ago, he came with a very strong value system that the public schools are public business and that it is important to involve the public in them at all levels from clerical help to the governance of the schools. We don't have advisory committees, we have governance councils where decisionmaking is shared in our schools. We have that value system that encourages parent participation which pervades all of our thinking about involvement in the schools. It is hard just to single out parent involvement. It is a pervasive value system.

But in order to change traditional attitudes that volunteers are just parents and we are the professionals after all and we know how things should be in the schools, we focused in four areas.

We focused on articulating the philosophy that we wanted to involve the community and parents in our schools. We focused on providing structures that would allow parents to be meaningfully involved. We created board policy, board goals, and accountability programs that speak to involving parents and the community in our schools. We implemented a shared governance system that sets up a system of councils in the schools to provide for shared decisionmaking. Our organized volunteer program allows for coordination of volunteer efforts in the program. It offers parents a variety of choices for their participation as volunteers. It allows for us to define new roles for parents to play and to facilitate the process by which those roles are taken into our schools.

We have focused on training. Everybody has needed the training, the educators as well as the volunteers. So, while we provide our training on shared governance councils for volunteers on how can you be effective on the council, we have also worked with our principals and teachers and administrators. Often we train teams of people that include all of those constituencies.

We also have training that is focused on how to be an effective reading tutor or an effective great books discussion leader. We have training that is focused for teachers on how to manage volunteers effectively in the classroom. So we have tried to cover all aspects of training.

Finally, we reward and publicize the successes that come from parent involvement. Obviously, whenever we have a success, we share it with the rest of the world. We find that we receive those benefits I talked with you about. But the most important thing is that teaching and learning have become a priority in our school districts for all of us, for parents, administrators, teachers, and students as well.

The benefits are that it is a program where everyone wins. The students have a better opportunity for the future, the parents are learning about the schools, about parenting and about new skills for themselves. The teaching is enhanced, and the communities are receiving the benefits of a better educated populace.

Thank you.

Mr. LEHMAN. Thank you very much.

[Prepared statement of Ms. Gene Berry and Daniel Merenda follows:]

PREPARED STATEMENT OF MS. GENE BERRY, PRESIDENT, NATIONAL SCHOOL VOLUNTEER PROGRAM, COORDINATOR, SALT LAKE CITY SCHOOL VOLUNTEERS, SALT LAKE CITY, UT, AND DANIEL W. MERENDA, EXECUTIVE DIRECTOR, NATIONAL SCHOOL VOLUNTEER PROGRAM, ALEXANDRIA, VA

Good morning Mr. Chairman and members of the committee, I am Gene Berry, President of the National School Volunteer Program and with me I have Daniel W. Merenda, Executive Director of our organization.

The National School Volunteer Program, Inc. (NSVP) is a non-profit education association headquartered in Alexandria, Virginia. Founded in 1968, NSVP is the sole national organization representing school volunteers in America. Our members are primarily directors of state and local school volunteer programs, superintendents and principals; but also include community leaders, business representatives and members of school boards and chambers of commerce. Our current membership stands at approximately 1,100 and represents 48 states, Canada, Mexico and the Virgin Islands. NSVP's mission is to strengthen the partnership between educators and citizens on behalf of students.

NSVP offers a wide variety of services to school districts, corporations and individuals. Specific services include:

National Academies for Volunteers In Education (N.A.V.I.E.).—Five-day training institutes for local school district staff teams interested in establishing and/or strengthening a volunteer program. The academies enable school district leaders to develop local solutions to basic questions about starting, managing, expanding and evaluating effective school volunteer programs.

Local Training Workshops.—One-day seminars, conducted across the country, on such topics as volunteer recruitment, staff training, management and program evaluation.

National Training Conference.—An annual meeting at which NSVP members and program directors from business, government and civic organizations receive training in the latest techniques of volunteer program management. Participants also meet with each other, acquiring new perspectives and new skills to use in local school districts across the country.

The Volunteer In Education.—A monthly newsletter with a circulation of over 4,000 which provides a national voice for volunteers in education, legislative updates helpful hints for volunteer administrators and tutors.

Publications.—Policy documents, training manuals and audio-visual materials.

National Awards.—For exemplary volunteer programs.

Research and Data.—On school volunteer programs.

Technical Assistance.—For local school volunteers.

In the past three months NSVP has been featured in publications such as the Phi Delta Kappan, School Business Officials Journal and the U.S. Department of Education's Report "The Nation Responds."

NSVP's members are directors of volunteer programs. They coordinate impressive numbers of volunteers in almost every urban school system and many suburban and rural districts. For example, in New York City, there are currently 25,000 volunteers. In Houston, Texas where volunteers participate in all of the districts' 168 elementary schools and most of the 60 secondary schools, there are 13,926 volunteers contributing over 400,000 hours of service. A cost benefit analysis computed at an average of seven dollars per hour results in $2,816,695.00 worth of services. The state of Florida currently documents 85,000 volunteers. The District of Columbia documents 12,000.

In Los Angeles under the leadership of the late Sarah Davis, a founder of the National School Volunteer Program there are over 24,000 volunteers. In San Francisco 1,650 volunteers who give 2-10 hours per week—and the list continues. Nationally according to a survey conducted in 1982 by the School Management Study Group there are 4.3 million individuals providing volunteer services in our nation's elementary and secondary schools.

Who are these individuals? The survey indicated that they are:

Parents—33 per cent;
Older Citizens—24 per cent;
Students—21 per cent;
Business Employees--18 per cent; and
Other—4 per cent.

The volunteer movement in education today is growing. We have, over the years witnessed not only increased numbers but increased quality in volunteer program management, diversity of services, planning and evaluation.

A few examples to illustrate the diversity of programs—in Springfield, Massachusetts some 90 students fire questions at approximately two dozen senior citizens who share their classroom. Were you in World War II? Was the Great Depression really bad? Did you ever meet President Kennedy? No textbook could ever bring history to life as vividly as do the personal accounts of those who have actually exprienced the events.

Social science teachers developed this six to eight-week program for the Springfield Public Schools. Their objective was to teach students about the aging process. Dedicated Older Volunteers in Education Service (DOVES) provided the volunteer historians. In the 1982-83 school year the Springfield School Volunteer Program attracted 1,300 volunteer parents, citizens, seniors, students and businessmen who gave 100,000 hours of time. These volunteers serve as tutors, mentors, guest speakers and library assistants.

Over the decades, we have learned some key lessons about the vounteer program as an effective avenue of involvement for parents. Volunteer services are more consistent and effective when the programs are carefully planned and placed within the existing governance system of participating school districts. Successful volunteer programs operate from within the system and call on the resources of the district's staff development, curriculum and instructional services divisions. Volunteer programs become insitutionalized vehicles for parent involvement when the following seven components exist:

District-level Support.—The school board and the superintendent should express their strong support for volunteer activities by providing a line item in the budget. The superintendent can also create an atmosphere in which principals and teachers feel comfortable about making changes that will enable them to use volunteers effectively. Visable support from business executives and the backing of major civic organizations also improve the chances that a volunteer program will succeed.

A Written Policy of Support.—The school board should approve a formal, written policy of support for the program. Such a policy can quickly overcome the traditional barriers that keep volunteers out of some aspects of school life, e.g., management, curriculum development, instruction.

A Systemwide Manager.—Placing one person in charge of managing volunteers often spells the difference between an effective enterprise and a floundering exercise in amateurism. This manager (who should report directly to the district superintendent) personifies the commitment of a school system to a genuine partnership with the community it serves. A systemwide manager also enables a school system to use its volunteers efficiently, because the manager will facilitate the sharing of information and the coordinating of arrangements between departments or schools. If one school has access to a community resource, a systemwide manager will see to it that all schools in the system have access to that same resource. A systemwide manager also provides business leaders with an easily accessible contact for cooperation with the schools.

Building-level Managers.—The systemwide manager should make certain that each school principal designates a staff member to carry out such tasks as a schoolwide needs assessment (to determine where volunteers could best be used and which students would be the most appropriate target populations); the identification of potential community resources; and the development, implementation, and evaluation of a volunteer program for the school. This building-level manager would also take responsibility for recording the hours spent and the types of services performed in the school by volunteers; for creating awareness among the staff and the school community regarding the potential benefits of participation in the volunteer program; and for recruiting, interviewing, training, assigning and recognizing the achievements of school volunteers. The building-level manager should have released time for these program-related duties or be a full-time building-level coordinator.

People.—Effective school volunteer programs focus on involving people, not on procuring money. When local scientists, business leaders, engineers, accountants, civic and governmental leaders parents, senior citizens, and others form partnerships with the schools, they bring personal talents and commitments that improve education in ways that money alone cannot. Of course, it costs companies money to release their staff members for volunteer activities during the workday—but most find that the investment pays dividends in better employee morale and improved community relations. For the schools, on the other hand, effective volunteer programs boost public confidence in U.S. education. The annual Gallup Polls of the Public's Attitudes Toward the Public Schools have repeatedly shown that people are

more supportive—financially and otherwise—of social institutions with which they have direct contact.

Options for Volunteers.—The roles of volunteers in the schools need not be confined to raising funds and providing clerical assistance. Other options include service as tutors, as mentors, or as resource instructors (working closely with teachers); as staff developers (covering such topics as new technologies or new management techniques); as technical advisors (handling such areas as administration or management); and as members of various kinds of advisory boards. Carefully chosen volunteers can add both breadth and depth to school enrichment programs. Volunteers can sometimes play important roles in a school's counseling program—particularly in such areas as attendance, career guidance, alcohol or drug abuse programs, and kindergarten screenings. They can also make valuable contributions as members of committees established to update or revise curricula.

Collaborative, Long-range Planning.—Organizations and institutions survive over the long haul only if their leaders understand the importance of systematic, long-range planning. School volunteer programs should be the objects of such planning efforts, but school volunteers should also be actively involved in the long-range planning that affects other dimensions of a school's operations—from curriculum and instruction to management procedures. Only by active collaboration with teachers and administrators in these planning activities can school volunteers discover how they can contribute most effectively to the ongoing improvement of the school and its program.

The benefits of a well organized volunteer program are multi-faceted. The strongest evidence for utilizing the volunteer program as an avenue for parent involvement is the programs impact on student achievement.

In 1975, the Dade County Public Schools evaluated the results of a three year project designed to develop and implement a delivery system of school volunteer services which could provide a number of different types of services to meet different and varying kinds of learner needs. The activities centered on basic skills in reading and mathematics for students in grades 2-6 who were one or more years below national norms in reading achievement and who were tutored by volunteer reading tutors; and students in grades 2-6 who were one or more years below national norms in mathematics achievement and who were tutored by volunteer mathematics tutors.

The results obtained from the analysis of the data gathered indicated that students who were tutored by volunteer reading tutors of the School Volunteer Program gained significantly more in reading achievement than the non-tutored group at the .0005 level of confidence. Mean grade equivalent score for the tutored group was 1.02 while the non-tutored group gained only .038.

Students who were one or more years below national norms in mathematics achievement who were tutored by volunteer mathematics tutors of the school volunteer program, gained significantly more in mathematics achievement than non-tutored students. The achievement gains of the tutored group exceeded those of the non-tutored group at the .0005 level of confidence. Mean grade equivalent gain score for the tutored group was .808 while the non-tutored group registered a loss of 0.059.

On a broader basis the results of the findings indicated that volunteers have much to offer beyond simply increasing human interaction levels with students. (See Evaluation Results Appendix A)

The point of these results is that with effective planning and training for the parent as a volunteer tutor, there is a role to be played which makes a significant difference in student achievement. The volunteer program in education today focuses primarily on service delivery. The parent is viewed by administrators and teachers in those programs as part of the education delivery system. The volunteer program is successful as an avenue of involvement because the parent volunteer is providing a service identified as a need by teachers and administrators.

In addition to academic achievement benefits for students, the volunteer program offers a wide range of benefits to schools, staff, students, parents and the community at large. These benefits are clearly outlined in the history of one exemplary volunteer program—the Salt Lake City School Volunteer Program.

The Salt Lake City School District has 24,000 students in 27 elementary schools, five intermediate schools, four high schools, one community education center and a Headstart Program.

At the close of the 1982-83 school year 17,104 volunteers had given 366,629 hours of service to the students in our schools. More than half of these volunteers were parents. These parents were involved in a wide variety of activities including acting as tutors, classroom assistants, Great Books discussion leaders, career and enrich-

ment speakers as well as members of boards, task forces, and shared governance councils.

While in Salt Lake City we do not have the hard data that singles out parent involvement as a factor in obtaining educational excellence in our schools, there are indicators that a more intense involvement of parents in the education of their children results in a higher quality of education.

In a 1982 Gallup Poll, the public gave a 37 per cent confidence rating to the schools. In the Spring of 1983, the Salt Lake Community gave their schools a 46.5 per cent confidence rating. Parents with children in the schools gave a rating of 64 per cent twice that of the general populace! In the same 1982 Gallup Poll the schools were given a grade "B" or better by 37 per cent of the public. In Salt Lake City 49 per cent of the parents with children graded the schools "B" or better.

High attendance is an indicator of parent support of the schools. The results of good attendance for students are more time on task and a better education. Since 1976, average daily attendance in Salt Lake City Schools has risen from 92.58 per cent to 97.16 per cent. Student test scores have risen above the national norms at every grade level K–8 and at some levels the scores are as much as 2 years above the national norms.

The Salt Lake Schools have not had a teacher strike in over 10 years. Teaching and learning have become a high priority for parents, students, teachers and administrators in the Salt Lake City Schools.

How has this come about? Historically parents have always been involved in the schools. It is the concept of organizing parents and providing structures for their meaningful involvement that is relatively new. In 1969, the volunteer effort was organized at the district level in Salt Lake City. The organization was jointly planned by the Jr. League and district officials. Seed money for the project was provided by the Jr. League, Model Cities and the Travis Foundation. The school district provided office space and supplies. Later the district took over the basic program. A community board was organized to govern the program. This board is still functioning and finances part of the volunteer program. Over the years the board has played an important role in volunteer training, the development of a program for older volunteers known as SMILES, school and business partnerships, and parent involvement in teaching basic skills.

The organized volunteer effort in Salt Lake City began with just 14 volunteers working in a second grade. Their purpose was to demonstrate the effectiveness of the trained volunteer in extending and enriching the educational lives of students. They wanted to show that the role of volunteers was to support teachers not to replace them. Now, 15 years later, there isn't a school in the Salt Lake District that doesn't involve and value volunteers.

In 1974 Dr. M. Donald Thomas became superintendent of the Salt Lake City Schools. He came to the district with a special interest in parent involvement and a value system that strongly supported building partnerships between the schools and community groups. For him, and for all of us, the public schools are the public's business and responsibility. There is no question as to whether the public should be involved—they must be at every level.

The most important and most difficult to achieve element in obtaining effective parent involvement in the schools is bringing about the reform of traditional attitudes about the role of parents in the schools. Traditionally educators see themselves as professionals with all the answers and they see parents as lay persons who don't know much about schools. Parents reinforce these attitudes when they refer to themselves by saying, "We're just parents. What do we know?" Parents have much to offer and they can make a difference in the educational excellence in our schools. They can continue to be "involved" in traditional roles such as attendance at PTA meetings or parent/teacher conferences. They can also become more meaningfully involved, in a less traditional way, as school tutors, governance council members and student advocates.

Four things are necessary to achieve reform of traditional attitudes about the parental role in schools:

1. Articulate the new philosophy;
2. Provide structures in which the reform can occur;
3. Provide training to develop new skills; and
4. Reward and publicize successes.

Articulate the new philosophy.—In Salt Lake City it is well known that parent and community involvement is encouraged and valued in our schools. This philosophy is written as board policy and is supported by board goals. Each year, every administrator, principal and teacher in the district develops an accountability statement related to those goals.

Written material is prepared and distributed frequently to district employees and to the community at large. Some recent examples include: So You Won't Be In The Dark, a PTA publication; Parents Have Rights, Too! a PDK Fastback by Dr. Thomas; Parents Rights & Responsibilities, a district brochure by Alberta Henry, and Shared Governance: Active Cooperation For A More Effective Education, a district training manual written by Robert I. Wakefield.

Provide structures in which the reform can occur.—Shared governance, a system where parents and community members participate in decision making with school teachers, administrators and employees of the district, has been adopted by the board of education as the management system for the district. Parents serve on school and district councils in which policy decisions are made giving them real, direct responsibility and authority rather than an advisory role in education.

Open disclosure, review of services, employee remediation, and teacher peer evaluation are all programs designed to open the system to critical scrutiny and evaluation so that improvements are constantly being made.

An organized district volunteer program is another critical structure in which this reform can occur. It is here where the coordination of all voluntary effort takes place. It is the vehicle for the training of educators and volunteers so that school programs can be effective and successful. Finally, it is the place where new roles for volunteers can be defined and implemented with the support of careful planning, creative and enthusiastic management and careful evaluation. Within this program volunteers can choose to participate in a variety of ways which run the gamut from attending Back-To-School night to volunteering regularly at the school. They can experience personal growth by making varied selections of involvement and by increasing their time and level of commitment.

Provide training to develop new skills.—In the Salt Lake District effective parent and community involvement has meant training for everyone not just parents, or community volunteers. On the district level, employees, teachers and administrators are given training with salary line change and university credit attached. Parents are invited to participate in this training.

Volunteers are given training for their many roles both at the district level and in their local schools. Parents can also take advantage of parent effectiveness courses taught at several locations in the district throughout the year.

Very specific training on working with students in basic reading and math skills is given to hundreds of parents and their children each year by Ronald I. Muir a teacher trainer for the school volunteer program. In the 1983-84 school year 679 students and 669 parents received this training for reading, language arts, math and study skills grades K-12. All of the students who completed the 8-10 week sessions made significant gains in achievement.

Reward Successes.—When parent and community involvement works in our schools the results are shared and celebrated. Test scores above the national average, high attendance levels and volunteer participation are all reported and praised. Administrators who attain their accountability objectives receive 2 per cent bonuses.

Once the basic value of truly accepting parent and community involvement in the schools is accepted, the barriers are reduced. Parents who are critical of the schools are no longer viewed as threats. Their criticism is accepted as an important point of view. The entire process of self examination and critical review is considered healthy. Meaningful parent and community involvement in schools is critical to the future of education if excellence is what we truly desire. The outcomes for high quality involvement can be summarized:

Pupil achievement increases.

Public confidence in the schools intensifies.

Positive relationships are developed between teachers and administrators and between school employees and parents.

Negotiations are conducted in an atmosphere of collaboration, trust and good will.

Employee salaries and fringe benefits improve at an above average growth rate.

Teaching and learning rises to the top priority of the Board of Education, the school district personnel, and the community at large.

In conclusion, the National School Volunteer Program believes a system that encourages parental involvement in the schools provides benefits for all concerned. Parents learn about schools, child growth and development, parenting and other new skills. Teachers learn more about the children they teach. Their teaching is enhanced and the problems they face are more clearly understood by the community. Students achieve more and have their future chances for success enhanced even more by the involvement of parents and others. The entire community benefits from a better educated populace. Good schools protect property value and attract business and industry. Good schools become an economic asset providing community stability.

APPENDIX A

Validation PART I--Information and Project Description

Part I of this application can serve several purposes; (1) as the IVD project abstract and (2) as a report that may be submitted to Dissemination Review Panel.

A. PROJECT INFORMATION

Area of concern Reading and Mathematics - Volunteer Tutors

Project Title School Volunteer Development Project

Project Director's Name Dr. Audrey Jackson
1451 North Bayshore Dr., Suite 1005, Miami, Florida, 33132 (305) 371-2491

Application Agency Dade County Public Schools

Location 1410 N.E. Second Avenue, Miami, Florida, 33132

Superintendent's Name Dr. E.L. Whigham
1410 N.E. Second Avenue, Miami, Florida 33132

Phone number (305) 350-3268

Project Period Beginning: July 1, 1972 Ending: June 30, 1975

Expenditures

Grant Period			Federal Funds	Other Funds	Total Funds
July 1, 1972	to	June 30, 1975	$ 85,220.	$17,812.86	$103,032.86

The above amounts represent the total dollars on which the computations in this application were made. "Other funds" were contributed resources and in-kind contributions. The remaining ESEA Title III monies expended in the subsequent two years represent the implementation of the delivery system to focus on the learner needs of career awareness and consumer education, respectively. For the purposes of this validation and DRP application, only the objectives dealing with reading and mathematics tutors dealt with the first year are being submitted.

July 1, 1973	to	June 30, 1974	$101,000.	$	$101,000.
July 1, 1974	to	June 30, 1975	$176,113.	$	$176,113.
		TOTAL	$362,332.	$	$380,145.86

B. BRIEF DESCRIPTION OF PROJECT

The purpose of this project was to develop and implement a delivery system of school volunteer services which could deliver a number of different types of volunteer services to meet different and varying kinds of learner needs.

Over the three year period of this ESEA Title III project, the School Volunteer Development Project delivered volunteer services which focused on three different needs of the learner, emphasizing one specific need each of the three years.

[illegible] the option to be selective in presenting [illegible] project chose to submit only the first year's activity for [illegible] ation. These activities centered around two major objectives which addressed critical learner needs in the area of basic skills (reading and mathematics). These data are statistically significant and therefore representative of the overall effectiveness of the delivery system. The major objectives were: (1) Students in grades 2-6 who are one or more years below national norms in reading achievement and who are tutored by volunteer reading tutors of the School Volunteer Development Project will gain significantly more in reading achievement than non-tutored students. The achievement gains of the tutored group will exceed those of the non-tutored group at the .05 level. Reading achievement will be measured by the reading comprehension section of the Metropolitan Achievement Test. (2) Students in grades 2-6 who are one or more years below national norms in mathematics achievement and who are tutored by volunteer mathematics tutors of the School Volunteer Development Project will gain significantly more in mathematics achievement than non-tutored group at the .05 level. Mathematics achievement will be measured by the mathematics comprehension section of the Metropolita Achievement Test.

Context: (Community, school, student characteristics)

The Dade County Public Schools is the nation's sixth largest school system. It serves approximately 247,000 K-12 students, employs more than 21,000 persons and has an annual operating budget of about $500,000,000. Included in the system are 172 elementary, 39 junior high and 6 special school centers. The school district is organized into six geographic areas, each having an area superintendent and staff. The population of Dade County includes all socio-economic groups and encompasses within its 50 mile radius urban, suburban and rural communities.

As a result of the annual county-wide testing program administered by the Dade County Public Schools, the need for academic improvement in the areas of reading and mathematic was apparent. Because of this need, the use of volunteer tutors to provide increased individualization of instruction in reading and mathematics was conceived. As a result the School Volunteer Development Project was written and a grant application for ESEA Title III funding was submitted.

Program Description (grade levels) years of operation, size, curricula, materials, staffing, facilities, time involved, parental involvement, pre-service/in-service training, etc.

At this time in the history of the American school much attention is being given to individualizing instruction and making the curriculum more tailored to individual needs, yet little has been done to solve the manpower problem which repeatedly presents itself in the actual implementation of such programs. More and more society is pointing education to the lay volunteer who can be trained to efficiently use his free time to assist in producing quality educational programs.

On the national scale there are currently over 2,000,000 volunteers working with approximately 5,000,000 students. While the numbers of volunteers are growing daily, there has been only a meager effort to capitalize on the manpower available by channeling the efforts of the volunteers through proper training programs. The use of volunteers is not only cost beneficial to the local education agency, but it also produces an understanding by the general public about the educational system and generates support for the school system from the volunteers.

The School Volunteer Project of Dade County includes: (1) an overall plan for a delivery system of volunteer services and the accompanying support materials; (2) the recruitment procedures to generate a resource pool of volunteers; (3) the training for the volunteers and for the teachers utilizing the services of volunteers; (4) the evaluation of the three separate phases of the project, along with an overall evaluation of the system.

While this system is designed to locate, process and evaluate volunteer services in Dade County Public Schools, the system itself is transportable and easily adopted to both rural and urban settings wishing to utilize this almost "untapped" source of manpower to extend and enrich the educational programs.

Using this highly transportable system, the activities upon which this application is based were conducted in 35 schools in three areas of Dade County. 1,237 volunteers worked in these schools under the direction of five Title III staff members who served 100% of their time on this project and were completely funded by Title III. The activities in this application covered 12 months or one calendar year and served 45,537 students. That is to say that the cadre of 1,237 volunteers served individual and group of students in 35 schools, whose combined population was 45,537.

STAFFING: The operations of the program utilizing tutors in reading and mathemati were implemented by a program director, a secretary, and three area specialists who were teachers on special assignment. One hundred percent of the staff's time was spent recruiting, training, placing volunteers and evaluating the effectiveness of each with the delivery system components. Besides coordinating the efforts of volunteers withi the public schools, the staff assisted non-public schools in implementing

FACILITIES: The central office facilities which housed the School Volunteer Program were donated by a local business. This contribution totals $19,000 for 2,000 square feet at $9.50 per square foot. In addition, each of the three Areas provided work space for the area specialist assigned to that district. Volunteers who were tutoring worked directly in the classroom.

PARENTAL AND COMMUNITY INVOLVEMENT: All volunteer tutors were placed with students with the consent of the students' parents. Approximately 48% of the volunteers were parents or interested community members. The community was the backbone of the School Volunteer Program. All the volunteers were selected from high school and college students, parents, senior citizens, business and industry volunteers and other community-minded citizens.

ADVISORY BOARD: The Dade County School Volunteer Program Advisory Board was composed of fourteen people who had demonstrated both an interest in education and outstanding leadership in the community. All members of the Board made themselves available for consultations at the request of the project director and actively participated in the promotion and guidance of voluntarism in Miami's schools.

TRAINING: Orientation and pre-service training were provided to tutors at the local school level by the School Resource Person and/or the School Volunteer Chairman, both of whom were trained in a two-day workshop by the staff of the School Volunteer Project in techniques for organizing, supporting and implementing a volunteer program at their own school level. In-service training was thereafter provided at the local school level as the volunteer worked under the direction of and in cooperation with the classroom teacher in planning and carryi out activities to provide individual assistance to tutees. In addition to the orientation by the Area Volunteer Specialists, a volunteer education training module which was developed by this project. Tutoring in Reading and Mathematics" was used.

MATERIALS: The basic materials used for implementation of the program were multi-media recruitment and training materials which included films, slide/tape presentations, flyers, brochures, public service announcements and tapes, modules, and leader's handbooks. To provide for a smooth operating delivery system, special forms were divised such as sign-in sheets, needs assessment sheets, data collection forms, etc. To insure quality control, evaluation forms were developed for all components of the system, i.e., management logs, school volunteer workshop confere evaluation, feedback sheets, volunteer training modules, and a school volunteer competency rating scale.

The materials necessary to implement this project have been neatly packaged in a colorful cardboard package which lends itself to mailing and easy dissemination. This product is called the Starter Kit For The Utilization of Volunteer Services. Representing not only the first year of development and implementation during which time the data for this application were collected, the contents of this highly usable product have been used repetitiously for the subsequent two years and proved to be both valuable and reliable. —

The contents of the starter kit are multi-media [illegible] the total package of materials necessary to implement [illegible] volunteer program. Included in the product which is to be disseminated are the following:

ADMINISTRATIVE REFERENCE BOOKS:

Open to the Public: A guideline which provides a comprehensive overview as well as step-by-step instructions for implementing a school volunteer program.

School Volunteer Program Leader's Handbook: A reference book developed to aid school level administrators who are participating in a school volunte program.

Handbook for Volunteer Chairman: A guidebook designed to assist the voluntee chairman in setting up a school volunteer program. Along with tips on recruitment, orientation, placement, and training, this booklet provides practical advice for the volunteer chairman in such matters as pre-planning, placement or changing assignments.

INTRODUCTORY TRAINING MATERIALS:

Module Mania: A slide/tape presentation designed to establish a psycholgical frame of reference for using modular training.

Modules in Action: A slide/tape presentation giving step-by-step instruction for using modules in the school setting.

TRAINING MODULES WITH INDIVIDUAL CASSETTE DIRECTIONAL TAPES:

Administering A School Volunteer Program: A module designed to aid the participant in outlining short term and long range plans for implementing a school volunteer program according to individual school needs.

Assisting In The Classroom: A module constructed to teach the Volunteers a variety of ways in which to complete suggested duties, locate appropriate resources and plan rapport building activities.

Building One-to-One Relationships: A module designed to aid the participant in simultaneously experiencing and leading others to experience interpersonal relationships which are positive and mutually rewarding.

Helping Students Develop Appropriate Behavior: A module based on the practical application of learning principles of positive reinforcement in the elementary classroom.

Tutoring In Reading And Mathematics: A performance based and individualized module containing activities which will provide a resource of basic knowledge and human relations understanding that will help the tutor develop the reading and math skills in his students.

Becoming A Leader In A School Volunteer Program: A module designed to train school level leaders of educational volunteer programs.

Using The Services Of A School Volunteer: A module directed to the school staff member who will be supervising the activities of a school volunteer. This module stresses the importance of preparing for and communicating with the volunteer.

Becoming A School Volunteer: A module designed as a training package to assist the volunteer in gaining skills in educational support activities such as identifying resources, or preparing for his first unit.

OPTIONAL MODULES WITH TAPES

Assisting In The Library/Media Center: A module containing activities to train the volunteer to use the card catalog and the Dewey Decimal system, to differentiate materials, to identify and operate audio-visual equipment and to design displays for bulletin boards.

Physical Education And The Volunteer: A module planned to train the volunteer to assist the profesaional physical education teacher in performing his/her duties with students.

Volunteering In Special Education: A module designed to familiarize the volunteer with the education of exceptional children by acquainting him with the variety of situations in which his services will be needed and used.

In addition, the School Volunteer Program of Miami offers supplemental materials to be used to expand an existing program's scope:

Turn About--It's Your Turn To Teach: A quimester course outline for setting up cross age tutors in reading and mathematics. Also included in the course outline are mini-packets for training.

By Invitation Only: A guidebook which provides information, materials and forms necessary for establishing a core of community resource volunteers who come into the school upon request to share their interests, occupations, professions, travels, etc. with students.

Listener Handbook: A reference book used along with four films in the training of volunteers to aid elementary counselors. Called Listeners, these adults work to build a friendly, supportive relationship with a non-crisis oriented child in hopes of improving the child's sense of worth and self-esteem. Listener training films include: "How to Listen to Children", "The Value of Listening", "Accenting the Positive", "How Cross Cultural Differences Can Effect Your Listening Relationship".

COST EFFECTIVENESS:

The results of this project showed the project to be highly cost effective. Based on 45,537 pupils in 35 schools utilizing 1,237 volunteers. Table 1 shows the breakdown per pupil costs.

TABLE 1
COST ANALYSIS PER PUPIL FOR THREE STAGES OF DEVELOPMENT
FOR ONE SCHOOL YEAR

	START UP	MANAGEMENT	OPERATIONS
TOTAL	$ 14,511.00	$ 17,380.49	$ 71,141.37
Total number of learners upon which costs were based.	45,537	45,537	45,537
Costs per learner	$ .31	$ .38	$ 1.56

Start up costs include: basic staff development (pre-service), all materials for pre-service and in-service, test booklets, plan books, volunteer identification buttons, volunteer sign-in books, volunteer leader's handbooks, facilities, media equipment and office equipment.

Management costs include: administrative materials, evaluation services, employee benefits, and project director's pay.

Operation costs include: travel expenses, registration for national conferences, teachers salaries, and clerical salary.

Not included in any of these figures is the indirect cost assessed by many school districts for operating the project.

Any district considering adopting this project should merely multiply the number of students by the per pupil cost to obtain the amount of money that is necessary to operate this project for one school year. In a district having 1000 students to be served the costs would be $310. for start up, $380. for management and $1,560. to operate or $2,250 total.

As a perspective on the yield which this amount gives, even though the investment is small, one must consider the dollar return to the Dade County Schools during the year 1,237 volunteered. Each volunteer served approximately 4 hours per week for 35 weeks, thus giving a total of 173,180 hours.

The Advisory Board of the School Volunteer Development Project fixed $6.00/hour as the value to be attributed to the volunteers' hours of service. (This was the mean tutorial rate in Miami at that time.) Thus, the SVDP added $1,039,080. in services to the educational program as a result of the $85,220. investment from E.S.E.A. Title III and $17,812.86 in donations of in-kind contributions.

C. EVIDENCE OF EFFECTIVENESS

The evidence of effectiveness of this project can be inferred from specific evaluation results of the two objectives which were submitted for validation and reviewed.

The two objectives which were submitted for val[illegible] measured and evaluated within the context of the pre-test/[illegible]esign#4 in Campbell & Stanley, Experimental and Quasi-Experimental [illegible] Research. Rand McNally & Co., Chicago, 1963, p. 13). The control measures for sources of invalid which were built into the design used make it possible to conclude with confidence that improvements in student achievement were the result of the intervention given in the form of volunteer tutors for students scoring one or more grade levels below their assigned grade. The following table represents the degree to which this pre-test/post-test design controlled these sources of invalidity and therefore supported the findings of this study.

TABLE 6

SOURCES OF INVALIDITY

	INTERNAL										EXTERNAL	
	History	Maturation	Testing	Instrumentation	Regression	Selection	Mortality	Interaction of Selection and Maturation, etc.	Interaction of Testing and X	Interaction and Selection of X	Reactive Arrangements	Multiple-X Interference
True Experimental Designs:												
4. Pretest-Posttest Control Group Design	+	+	+	+	+	+	+	+	-	?	?	-
R O X O												
R O O												

The objectives measured by this tigar design were structured to result in the compilation of a bank of trained tutors in reading and mathematics to support students who were one or more grade levels below their grade level in these achievement areas. Tutors who were recruited, trained, placed and evaluated for effectiveness were representative of the type of service which can be delivered to schools and to students by the overall delivery system of volunteer services which has been developed by this ESEA Title III Project over three years.

The data for this project were collected during the first operational year of this project (1972-73) by three Volunteer Specialists who had been previously qualified to administer and evaluate test results prior to being employed by this project. The evaluation team included a person who has a M. Ed. in Guidance and Counseling and Testing, classroom teacher who has participated in the validation of the classroom test for the County School System and a Guidance Counse who has administered and scored tests for county-wide standarized testing programs. This team administered all of the tests and collected all data pertaining to this project in an effort to reduce the error factor associated with mutiple administra of a single test. The analysis of the date was supervised by the Project Director who had completed a Ph. D. in Curriculum, Supervision and Instruction and who was familiar with the statistical procedures being used to analyze the data. The personnel in the Dade County Public Schools' Department of Testing and Evaluation assisted the project staff to interpret the results of the data analysis. This department also served as "unofficial" consultants to the School Volunteer Development Project on matters pertaining to the overall testing program for these objectives.

A pre-test post-test control group design previously described in detail, was used to evaluate the two specified outcome objectives. A four stage sampling plan which employed randomization was used. Specifically, the plan included: (1) The random selection of six schools from a list of all project schools in which 20 or more volunteers were working with students a minimum of two hours a week; (2) The random selection of five teachers from each school from a list of all teache in each school who were working with volunteers;

(3) The random identification of four students in each class from the list of students in each class who had scored one or two years below their current grade placement in the May, 1972, county-wide Stanford Achievement testing program; (4) The random assignment of two students to a control group from the lists of students previously selected.

The results obtained from the analysis of the data gathered by the experimental design may be observed in Tables 2 and 3. Students in grades 2-6 who were one or more years below national norms in reading achievement and who were tutored by volunteer reading tutors of the School Volunteer Program gained significantly more in reading achievement than the non-tutored group at the .0005 level of confidence. Mathematics achievement was measured by the mathematics computation section of the Metropolitan Achievement Test.

Students in grades 2-6 who were one or more years below national norms in mathematics achievement who were tutored by volunteer mathematics tutors of the School Volunteer Program, gained significantly more in mathematics achievement than non-tutored students. The achievement gains of the tutored group exceeded those of the non-tutored group at the .0005 level of confidence. Mathematics achievement was measured by th mathematics computation section of the Metropolitan Achievement Test.

On a broader basis the results of these findings indicated that: (1) Volunteers have much to offer education beyond simply increasing the human interaction level with student (2) As a representative activity which has been measured and evaluated, these data indicated the significance of the overall delivery system of the volunteer services.

TABLE 2

COMPARISON OF EXPERIMENTAL AND CONTROL GROUPS ON READING COMPREHENSION SCORES FOR STUDENTS WITH TUTORS AND STUDENTS WITHOUT TUTORS FROM DATA COLLECTED APRIL, 1973.

GROUP	NUMBER OF OBSERVATIONS	MEAN GRADE EQUIVALENT GAIN SCORE	SD	F
TUTORED	119	1.02	.84	20.848*
NON-TUTORED	117	0.038	2.11	

*df = 1,234; $p < .0005$

TABLE 3

COMPARISON OF EXPERIMENTAL AND CONTROL GROUPS ON MATHEMATIC ACHIEVEMENT SCORES FOR STUDENTS WITH TUTORS AND STUDENTS WITHOUT TUTORS FROM DATA COLLECTED APRIL, 1973

GROUP	NUMBER OF OBSERVATIONS	MEAN GRADE EQUIVALENT GAIN SCORE	SD	F
TUTORED	119	0.808	.87	47.927*
NON-TUTORED	117	- 0.059	.75	

*df = 1,234; $p < .0005$

Rationale for practical significance: The results of this project have great pragmatic significance to educators. It is important to note that the students in both research gro of this project were achieving one or more years below their grade placement when they began to participate with a volunteer. Based on the empirical data showing that these students had not progressed at a normal rate, the students' expectancy then was not to achieve at a normal rate. Studies on underachieving students show that negative progression increases over time. Thus, the highly significant results achieved with students being tutored confirmed the significance of this interaction process.

Sections D,E,F,G, and H contain remarks from the validation team which conducted the on-site validation of this project in the Spring, 1975.

D. EVIDENCE OF RESOURCE SPECIFICATION

The total monies necessary to provide "start up", "management", and "operational" activities for implementing a School Volunteer Program for reading and mathematics tutors in school districts having a minimum of 35 schools serving 45,537 students have been documented and shown to be minimal compared to the return on the investment.

The School Volunteer Development Project has develo[illegible] proje[illegible]. All of the basic ingredients necessary to begin a School Volunteer Program are inclu[illegible] in a compact box labeled, "Starter Kit for Utilization of School Volunteer Services".

The cost of the elements of this kit are figured into the start-up costs of the project. All that is required of a district is: (1) a person who can monitor the program, and (2) an identified body of volunteers.

F. LOCALLY DESIGNED PUBLICATIONS AND MATERIALS

A wide variety of materials have been developed by the School Volunteer Development Project. Examples have been previously described in conjunction with the Starter Kit

G. UNANTICIPATED OUTCOMES AND SPINOFF FINDINGS

It is an understatement to simply state that the project activities were consistent with the objectives. The total impact that the School Volunteer Program has had on Dade County School System cannot by measured in dollars and cents. There has been an involvement or "esprit de corps" that radiates from all who were involved in the program in one way or another. The students talked about how they enjoyed and learned from working with the volunteers. The parents who were volunteers spoke of how they were involved and how they had helped. Local educational agency representatives spoke of the tremendous job which the School Volunteer Program had do in capturing and utilizing community resources.

In summing up and drawing some conclusions with regard to unanticipated outcomes, the following statements and observation merit discussion.

1. The School Volunteer Program has been able to bring together a tremendous amount of talent and resources to the aid of the schools. The project staff has documented over $4,400,000.00 of time and resource contributions during the latest school year. (1974-75)
2. The School Volunteer Program was able to get corporations such as Eastern Air Lines involved to a great degree. The contributions of Eastern alone merit a section in this report. Another unusually strong resource for the program has been The Associated General Contractor's South Florida Chapter.
3. The Advisory Board of the School Volunteer Program represents 14 of the leaders of Greater Miami and includes such outstanding community figures as the President of the University of Miami, Dr. Henry King Stanford; the Chairman of the Florida Senate Education Committee, The Honorable D. Robert Graham; the Vice President of Continental Air Lines, Maurice L. Kelley, Jr; and the Vice President of Florida Power and Light Company, E.L. Adomat.
4. As a result of the phenomenal growth and success of this project the Director of the project was elected Vice President of the National School Volunteer Program, Inc.
5. As of April, 1975, the School Volunteer Program has grown from 0 to 10,800 volunteers which represents the second largest program in the nation.
6. As a result of the efforts expended in conducting the activities outlined in this docume[illegible] other additional sources of support were generated to expand the School Volunteer effort in the Dade County Public Schools.
7. Facilities covering 2,000 square feet on North Bayshore Drive were donated to house the School Volunteer Program.
8. The School Volunteer Program developed an elective credit program for junior and senior high school students who tutor and work with students from lower grades.
9. The School Volunteer Program obviously has made a lasting impact on the overall district covered by the Dade County Public Schools.

H. VALIDATION TEAM REPORT

1. Conclusions and recommendations of team members including minority report. (Attach additional sheets as needed)

The validation team validates this project as an effective innovation practice which can and should be adapted or adopted by other school systems who have assessed needs similiar to those addressed by this project.

EFFECTIVENESS SUCCESS

The findings of the validation team indicated that a rather sophisticated evaluation design was implemented to evaluate the learner behaviour outcomes prescribed by the two specified objectives.

This evaluation was well managed and we believe that the data indicate that the attained achievement gain in reading and mathematics was a result of the project intervention.

RESOURCE SPECIFICATIONS

A potential adoptor needs minimum funds to adopt the delivery practice of The School Volunteer Program of Miami, Florida. For example, start-up costs per learner were sixteen cents, management costs per learner were twenty-five cents, and operational costs per learner were one dollar and sixty four cents.

The following kinds of evidence on resource specifications have been validated and are reported in this document by the Validation Team:

(1) Start-up costs for adoption;

(2) Operational costs for adoption;

(3) Management costs for adoption;

(4) Per learner start-up costs;

(5) Per learner operational costs; and

(6) Per learner management costs.

EXPORTABILITY

The Volunteer Program is highly exportable and innovative in its systematized delivery system.

An adopting system should secure training materials for personnel at all levels of participation. Additionally, no less than two days of orientation and staff development for key leadership should be planned in visitation to the Dade County project, or in having training staff from there to come to the adopting system. A factor that must not be overlooked, is the need for careful interviewing and screening of volunteers before placement and for const monitoring.

2. INNOVATION FACTOR

The innovativeness of the School Volunteer Program rests in the complete planning of a delivery system for volunteer services. Certainly the concept of volunteers is not new. However, the in-depth format for recruitment, training, and control/evaluation of volunteers developed through this project is significantly unique. Training modules, films, and slide tapes are developed and include sections for teachers, administrators, and directors of volunteer programs. Additionally, training media is available for volunteers of all age groups in a variety of specifics, e.g., tutors; library assistants; special education; and career education. The involvement of the total community including Gulf Oil, Eastern Airlines, Senior Citizens, labor organization, and colleges and universities is indeed an accomplishment.

ADOPTION BOILERPLATE

I. INTERVENTION TITLE, LOCATION

School Volunteer Development Project
Dade County Public Schools
Miami, Florida

II. DEVELOPED BY

Dade County Public Schools
Miami, Florida

III. SOURCE AND LEVEL OF FUNDING

ESEA Title III

Grant Period	Federal Funds	Other Funds	Total Funds
July 1, 1972 - June 30, 1975	$85,220	$17,812.86	$103,032.86

IV. YEARS OF INTERVENTION DEVELOPMENT

1972-73

V. BRIEF DESCRIPTION OF INTERVENTION

A. What is the Intervention?

Due to the increased need for community development in the educational process, the School Volunteer Development Project was awarded a Title III grant to develop and implement an organized and structured delivery system to enrich, extend, and enhance the existing school instructional program through the utilization of volunteers. The delivery system designed by the School Volunteer Development Project includes a network by which volunteers are recruited, trained and placed to meet the specific needs of the individual schools. Also included in the delivery system are the necessary support materials, training for volunteers and teachers who utilize their services, and evaluation instruments for all aspects of the program.

Moreover, the School Volunteer Development Project's delivery system specifically addresses critical learner needs in the areas of reading and mathematics, the basis upon which the program was validated. The data from a study conducted in Miami indicated that students in grades 2-6 who were one or more years below national norms in reading achievement and who were tutored by volunteer reading tutors trained by the School Volunteer Development Project gained significantly more in reading achievement than non-tutored students. A similar study with similar results was conducted in mathematics achievement.

Many schools and districts have volunteer programs. The concept is not new. The School Volunteer Development Project differs, however, by providing a systemized approach for involving volunteers which increases the efficiency of everyone concerned since maximum use is made of the volunteer's time and talents with a minimum of administrative effort.

B. Objectives

1. Students in grades 2-6 who are one or more years below national norms in reading achievement and who are tutored by volunteer reading tutors of the School Volunteer Development Project will gain significnatly more in reading achievement than non-tutored students.

2. Students in grades 2-6 who are one or more years below national norms in mathematics achievement and who are tutored by volunteer mathematics tutors of the School Volunteer Development Project will gain significantly more in mathematics achievement than the non-tutored group.

C. Claims of Effectiveness

1. The reading achievement gains of the tutored group will exceed those of the non-tutored group at the .05 level. Reading achievement will be measured by the reading comprehension section of the Metropolitan Achievement Test.

2. The mathematics achievement gains of the tutored group will exceed those of the non-tutored group at the .05 level. Mathematics achievement will be measured by the mathematics comprehension section of the Metropolitan Achievement Test.

D. Context in Which Intervention Operates

The Date County Public Schools is the nation's sixth largest school system. It serves approximately 247,000 K-12 students, employs more than 21,000 persons, and has an annual operating budget of about $500,000,000. Included in the system are 172 elementary, 39 junior high, and 6 special school centers. The school district is organized into six geographic areas, each having a superintendent and staff. The population of Dade County includes all socio-economic groups and encompasses within its 50 mile radius urban, suburban, and rural communities.

As a result of the annual county-wide testing program administered by the Dade County Public Schools, the need for academic improvement in the areas of reading and mathematics was apparent. Because of this need, the use of volunteer tutors to provide increased individualization of instruction in reading and mathematics was conceived. As a result, the School Volunteer Development Project was written and a grant application for ESEA Title III funding was submitted.

E. Intended Users and Beneficiaries

At this time in the history of the American school, much attention is being given to individualizing instruction and making the curriculum more tailored to individual needs, yet little has been done to solve the manpower problem

which repeatedly presents itself in the actual implementation of such programs. More and more, society is pointing to the lay volunteer who can be trained to efficiently use his or her free time to assist in producing quality educational programs.

On the national scale there are currently 2,000,000 volunteers working with approximately 5,000,000 students. While the number of volunteers is growing daily, there has been only a meager effort to capitalize on the manpower available by channeling the efforts of the volunteers through proper training programs. The use of volunteers is not only cost beneficial to the local education agency, but it also produces an understanding by the general public about the educational system and generates support for the school system from the volunteers.

F. Characteristics of the Groups on Which the Intervention was Developed and Tested

A pretest/posttest control group was used to evaluate the two specified outcome objectives. A four-stage sampling plan which employed randomization was used. Specifically, the plan included: (1) The random selection of six schools from a list of all project schools in which 20 or more volunteers were working with students a minimum of two hours a week; (2) The random selection of five teachers from each school from a list of all teachers in each school working with volunteers; (3) The random identification of four students in each class who had scored one or two years below their current grade placement in the May, 1972 county-wide Stanford Achievement testing program; and (4) The random assignment of two students to a control group from the lists previously selected.

G. Salient Features of the Intervention

1. The School Volunteer Project of Dade County included: (a) An overall plan for a delivery system of volunteer services and the accompanying support materials. (b) The recruitment procedures to generate a resource pool of volunteers. (c) The training for the volunteers and for the teachers utilizing the services of volunteers. (d) The evaluation of the three separate phases of the project, along with an overall evaluation of the system.

2. The materials necessary to implement this project have been neatly packaged in a colorful cardboard package which lends itself to easy mailing and dissemination.

3. The School Volunteer Program has been able to bring together a tremendous amount of talent and resources to the aid of the schools. The project staff has documented over $4,400,000 of time and resource contributions during the 1974-75 school year.

4. The potential adopter needs a minimum of funds to adopt the School Volunteer Development Project of Dade County.

TABLE 3

SOURCES OF INVALIDITY

	INTERNAL											EXTERNAL
	History	Maturation	Testing	Instrumentation	Regression	Selection	Mortality	Interaction of Selection and Maturation, etc.	Interaction of Testing and X	Interaction of Selection and X	Reactive Arrangement	Multiple-X Interference
True Experimental Designs: 4. Pretest/ posttest Control Group Design R O X O R O O	+	+	+	+	+	+	+	+	-	?	?	-

VI. EVIDENCE OF EFFECTIVENESS

The evidence of effectiveness of this project can be inferred from specific evaluation results of the two objectives which were submitted for validation and review. The two objectives which were submitted for validation and review were measured and evaluated within the context of the pretest/posttest design (Design #4 in Campbell & Stanley, Experimental and Quasi-Experimental Design for Research, Rand McNally & Co., Chicago, 1963, p. 13). These objectives were structured to result in the compilation of a bank of trained tutors in reading and mathematics to support students who were one or more grade levels below their grade level in these achievement areas. Tutors who were recruited, trained, placed and evaluated for effectiveness were representative of the type of service which can be delivered to schools and to students by the overall delivery system of volunteer services which has been developed by this ESEA Title III project during the past three years.

The data for this project was collected during the first operational year of this project (1972-73) by three Volunteer Specialists who had been previously qualified to administer and evaluate test results prior to being employed by this project. The evaluation team included a person who has a M. Ed. in Guidance and Counseling and Testing, a classroom teacher who has participated

VII. GENERAL PROJECT ACTIVITIES

A. Recruitment

It is obvious that a well planned recruitment campaign is vital to a successful school volunteer program, but the School Volunteer Development Project has learned that an effective recruitment campaign should increase public awareness of the program as well as recruit volunteers. Therefore, the campaign should be conducted on the community and school level and should include a variety of methods. For example, whether the campaign is community or school directed, it should include activities for mass, individual, or delegated recruitment.

The School Volunteer Program has also learned that a well-planned recruitment campaign is designed to meet the identified needs of the school program. Therefore, it is imperative that a school or district determine needs and prepare objectives before outlining recruitment strategies. In addition to planning a recruitment campaign that promotes the program and meets predetermined needs, a recruitment campaign should be conducted throughout the year to allow for needs and attrition.

The recruitment strategies devised and tested by the School Volunteer Development Project include various on-going activities designed to tap all available school and community resources.

B. Training

The training activities of a school volunteer program encompass a complex and sensitive area since they involve personnel from all levels of the school staff and community and must be appropriate for a wide range of individual needs, abilities, and experiences.

Taking these points into consideration, the School Volunteer Development Project has designed a training program that prepares the principals/administrators, teachers, and volunteers for their respective roles. The training for principals/administrators includes explanations of the structure and benefits of a school volunteer program as well as the role and responsibilities of everyone involved. The inservice training designed for teachers concentrates on expanding the teachers' concepts of the services that can be performed by the volunteer. Training for volunteers may be pre-service, in-service, or on-the-job depending upon the skills required for the area of service the volunteer has selected. For example, pre-service training has been developed to prepare volunteers who wish to serve in the exceptional child classroom and in-service training has been developed for those who wish to serve as reading and math tutors.

C. Delivery

Placing the volunteer in an area that meets their needs and utilizes their special talents and skills insures dedicated service. Consequently, carefully planned interviewing and placement procedures are essential.

38-386 O—84——3

		Completion Date
3.	Purchase necessary program wares from demonstrator.	July 30
4.	Train staff for program installation; assign duties.	September 30
5.	Complete all arrangements for program installation and evaluation.	September 30
6.	Implement program operation including student evaluation.	October 15
7.	Prepare and submit monitoring information to demonstrator.	January 15
8.	Prepare and submit evaluation information to demonstrator and Department of Education ESEA Title IV-C.	June 1

X. PROJECT EVALUATION

A pre/posttest control group design was used to evaluate two specified outcome objectives for reading and mathematics, grades 2-6 (Stanford Achievement Test and Metropolitan Reading Achievement Test). Results of data analysis indicate that pupils in grades 2-6 one or more years below national norms who were tutored by project volunteers made significant achievement gains (seven months for each two months of tutoring) over non-tutored control groups.

XI. RESOURCES FOR IMPLEMENTATION OF THE INTERVENTION

School districts interested in making application for an adoption grant should review very carefully the cost of properly implementing this program in the school system. The School Volunteer Development Project includes: (1) an overall plan for a delivery system of volunteer services and the accompanying support materials; (2) recruitment procedures to generate a resource pool of volunteers; (3) training for volunteers and teachers who use these services; and (4) evaluation of each phase of the project, along with an overall evaluation of the system. The system, designed to locate, process, and evaluate volunteer services in Dade County (Florida) Public Schools, is transportable and easily adoptable in either rural or urban settings.

The community is the backbone of the project, with volunteers selected from high school and college students, parents, senior citizens, and community-minded people from business and industry. Orientation and preservice training for volunteers are provided, as well as inservice training for classroom teachers.

This project also has the capability to recruit, train, and place volunteers in classes for the educably/trainable mentally retarded and learning disabled.

Based on paid coordinator, the total per-pupil cost per school year is $2.25 (31¢ for start-up, 38¢ for management, $1.56 for operation). These costs could be less, however, if the adopting school or district used an existing staff member or volunteer to coordinate the program.

PROGRAM AREAS: Reading, Math, Cross-age Tutors

Project Title: Training for Turnabout Volunteers (TTV)

Application Agency: Dade County Public Schools
1410 N.E. Second Avenue
Miami, FL 33132

Project Director: Johanna ~~Bullock~~ Goetz PHONE: (305) 350-3020

Project Period: July 1, 1975 - June 16, 1979

Expenditures:

Year	Source	Amount
1975-1976	Title IV-C	$133,111
1976-1977*	Title IV-C	$205,141
1977-1978	Title IV-C	$162,557
1978-1979	Dade County Public Schools	70,000
	TOTAL	$570,809

BRIEF DESCRIPTION OF PROJECT - It is well documented that many elementary and secondary students are achieving below grade level on standardized tests in reading and mathematics. The causes for the deficiency are numerous and varied. They include the need for more individualized instruction as well as the multi-ethnic and lower socio-economic characteristics of the student population. The Turnabout (cross-age tutoring) program in Dade County Public Schools helps provide more individualized attention and skill/knowledge reinforcement for students as it cuts across cultural and educational lines. As evidenced in a 1974 needs assessment, however, the one limitation of the Turnabout (cross-age tutoring) program was the lack of relevant materials that would attract and hold the interest of a diverse group of secondary students while providing them with skills that they could apply within the tutee's existing basic skills curriculum. The training for Turnabout Volunteers (TTV) project was an innovative solution.

The Training for Turnabout Volunteers (TTV) project has developed and implemented a structured, on-going training program that prepares students grades 7-9 to serve as reading or math tutors with students grades 1-6 who are achieving below grade level placement in either area. Over the three year period of the developmental phase of this Title IV-C project, the TTV staff produced an extensive multi-media training program to be implemented as part of the curriculum program with the students grades 7-9 earning elective credit in language arts or mathematics through their participation. Structured as a one semester course, the students grades 7-9 participate in a total of 26 class sessions of training which provides them with tutoring skills and strategies that can be applied within the tutee's basic skills curriculum. Following pre-service training, the students grades 7-9 are designated to serve as reading or math tutors and provided in-service training one class period per week in the specified area. The remaining four class periods of the week, the students grades 7-9 tutor the student grades 1-6 to whom they have been assigned.

*15 month period of July 1, 1976-September 30, 1977 due to change in the fiscal year from July 1 - June 30 to October 1 - September 30.

OBJECTIVES - The specific objectives of TTV were as follows:

1) Elementary students who receive tutoring by trained reading tutors will demonstrate significantly greater gains at the .05 level in reading achievement as measured on the Metropolitan Achievement Test than students who were tutored by untrained reading tutors. Likewise, elementary students tutored in mathematics by trained math tutors will demonstrate significantly greater gains at the .05 level in mathematics achievement as measured by the Metropolitan Achievement Test than students tutored by untrained math tutors.

2) Junior high students who participate in the TTV training for reading tutors will demonstrate significantly greater performance at the .05 level on an objective referenced test based on the reading objectives of the program than reading tutors who do not participate in the training. Likewise, the junior high students who participate in the TTV training for math tutors will demonstrate significantly greater performance at the .05 level on an objective referenced test based on the math objectives of the program than math tutors who did not participate in the training.

3) Junior high students who participate in the TTV training for reading tutors will demonstrate significantly greater gains at the .05 level in reading achievement as measured on the Metropolitan Achievement Test than students who did not participate in the training. Likewise, the junior high students who participate in the TTV training for mathematics tutors will demonstrate significantly greater gains at the .05 level in mathematics achievement as measured on the Metropolitan Achievement Test than students who did not participate in the training.

CONTEXT - The Dade County Public School System is the nation's fifth largest school system in the U.S.A. It serves approximately 232,924 K-12 students. The ethnic composition of the students enrolled is 32.2% white, 29.6% black, 37.3% Hispanic, 8% Asian and .05% Indian. Included in the system are 171 elementary schools, 44 junior high schools, 23 senior high schools and 6 alternate schools. The school system is organized into four geographic areas each administered by an area superintendent and staff. The population of Dade County includes all socio-economic groups and encompasses within its 50 mile radius urban, suburban and rural communities.

STUDENTS SERVED - All students grades 7-9 are eligible to participate in TTV as long as they are achieving on or above the 5th grade level in reading or math. Often when a cross-age tutoring program is initiated, it is assumed that only the most capable students should serve as tutors. However, since significant gains in the achievement scores of tutors have been documented (Youth Tutoring Youth, 1968), low achieving secondary students can be trained to tutor younger students. Consequently, the TTV project is designed to serve students grades 7-9 who are achieving on or above the fifth grade level on standardized tests for reading or mathematics and students grades 1-6 who are achieving one or more years below their grade level placement on standardized tests in reading or mathematics.

MATERIALS - The TTV training materials, which present a multi-media approach, are divided into three mini-courses - General Volunteering Skills, Tutoring in Reading and Tutoring in Math. Each mini-course includes a series of 7-10 videotaped lessons for initial concept development, mini-paks (work books) with practice and extension activities for the tutor, and reinforcement activities using filmstrips with audio tapes, comic books, and basic training manuals to be used by the tutors with their tutees.

The General Volunteering Skills mini-course is concerned primarily with the role and responsibilities of a tutor as well as resources, equipment and techniques available for use with a tutee. The Training of Reading Tutors mini-course provides an overview of the various approaches to the teaching of reading along with specific strategies and reinforcement techniques to be used in phonics, sight words, context clues, structural analysis, readiness skills, and comprehension. Likewise, the Training for Math Tutors prepares the tutor to help the tutee with addition, subtraction, multiplication and division through the concrete, pictorial, symbolic and abstract stages.

TRAINING - Pre-service training utilizes the mini-course General Volunteering Skills. Ten class sessions of pre-service instruction are conducted before the students begin tutoring. Following the pre-service training, students are designated to serve as reading or math tutors and provided in-service training one class period per week from the mini-courses, Tutoring in Reading or Tutoring in Math. The remaining four class periods of the week, the students tutor the elementary students to whom they have been assigned. Within this 18 week structure, the junior high students participate in 26 class sessions of training and tutor 64 class sessions. If the course is to be offered for the entire year, the schedule is adjusted accordingly.

STAFFING - In order to effectively implement the TTV Project, there must be staff involvement in both the junior high and elementary school. In the junior high schools, a staff person is needed to coordinate the program and teach the class. While it is not necessary for the operation of the program, in some cases, two staff members are assigned to the TTV program and the responsibilities are divided. The program coordinator schedules the students into the program and serves as a liaison with the elementary school while the teacher conducts the training classes, monitors the tutoring sessions and assigns the tutors their final grades.

At the elementary site, a staff person is needed to serve as a liaison with the sending school as well as orient and place the tutors and monitor the program. Other staff members involved at the elementary school are the teachers who direct the activities of the tutors assigned to work with their students. The number of teachers involved at the elementary school will vary according to the objectives and/or extent of the program.

FACILITIES - There are no special facilities required for the implementation of TTV in either the junior high or elementary school. In the junior high, whether TTV is offered as an elective course as part of the regular curriculum program or as a special activity offered as part of the extra curricular program, the training can be conducted in a regular classroom, the library, cafeteria, auditorium - or any available space. When determining where the training will be conducted, the audio-visuals that are part of TTV should be considered. For example, the noise level of the class will be higher as a result of the use of the audio-visuals. Also, there should be provisions for the proper storage for the audio-visual equipment and materials. At the elementary school, the tutoring sessions can be conducted in the classroom, library, cafeteria, auditorium or any available space as long as supervision is provided.

Although there are no special facilities required within the schools installing TTV, the location of the facilities or schools is of prime importance. Since the tutors travel from the junior high school to the elementary school within the confines of one class period, travel time has to be kept at a minimum so there will be maximum time for tutoring. If schools are not adjacent or within walking distance of one another, special arrangements have to be made for transportation or special consideration has to be taken in the scheduling of the class. The TTV class can be scheduled before or after the lunch period or scheduled as the first or last period of the day in order to provide more time for travel and tutoring. Of course, middle schools use the program in-house and, consequently, eliminate all such problems.

COSTS - The TTV project is a cost benefit to any school or district. Besides being inexpensive to implement, manage, and operate, TTV provides a dual benefit since both the tutors and the tutees improve in their reading and mathematics achievement.

The costs for implementing TTV delineated in Column A below are based on TTV's being installed as part of the curriculum program with no additional personnel or special equipment required. In both the junior high and elementary schools, coordinating TTV becomes an additional responsibility for staff members. In the junior high school, TTV is a regular teaching assignment for any certified teacher, and in the elementary school, directing the activities of the tutors is a routine part of the teachers' day. Furthermore, since most schools installing TTV will have access to the necessary audio-visual equipment, the costs of purchasing a video-tape player and monitor, filmstrip projector and cassette tape player were not included in the installation costs. However, since some schools may not have access to the necessary audio-visual equipment and will need to purchase some or all, the costs delineated in column B below include $3000 for the purchase of audio-visual equipment.

Implemention costs are based upon the materials and training needed for 2 periods of TTV classes (one period of reading and one period of math) with 30 students in each class each semester. Since each tutor is paired with an elementary student, the number of students involved in TTV totals 120 each semester (60 tutors/60 tutees).

COSTS FOR ADOPTION

	INSTALLATION (non-recurring Costs)		SUBSEQUENT YEARS (recurring costs)
	A*	B	
personnel training for coordinator and staff of school(s) involved	$1,270	$1,270	0**
facilities	0	0	0
materials/equipment for list of materials see page 10	$1,150	$4,150	0
consumables	0***	0	150
other costs	0	0	0
TOTAL IMPLEMENTATION COSTS	$2,420	$5,420	$150
per pupil costs by year	$10.08	$22.58	.62
per pupil costs over 3 years	$3.77(w/o purchase of audio-visual equipment)		
" " " " " "	$7.94(with purchase of audio-visual equipment)		

* based on a school having audio-visual equipment needed, i.e. video-tape player, etc.
** based on the continuation of the program
***included in the initial purchase of the student materials

FIELD TEST DESCRIPTION AND EVIDENCE OF EFFECTIVENESS The evidence of effectiveness of the Training for Turnabout Volunteers (TTV) project can be inferred from the specific results of the objectives which were submitted for validation and which were measured and evaluated with the content of the pre-test/post-test non-equivalent control group design. The field test which was conducted from October 1978 through April 1979 demonstrated that overall the training program was effective in that:

1) Tutee performance was significantly enhanced in reading and mathematics.

2) Tutor performance on the objective-referenced test for reading and mathematics was significant and, therefore, the training program effectively taught skills necessary for better tutoring

3) Math achievement of tutors was significant. Reading achievement of tutors, although not statistically significant, indicated a positive trend.

SAMPLE SELECTION AND PROCEDURES - The TTV project was field tested in 5 sets of schools (each set was composed of a junior high and elementary school) which represented the academic achievement range evident in Dade County Public Schools as well as the varied socio-economic and ethnic composition of the district. One set served primarily a migrant/transient population and another set served an upper-middle class population. The remaining three sets served a middle to lower socio-economic population.

All seventh, eighth, and ninth grade students in the five field test schools who signed up to tutor in reading and mathematics were considered eligible for the TTV class. From these students, approximately 20-30 reading and 20-30 math tutors were selected in each school. The junior high tutors were designated control or experimental according to the period in which their elective class was scheduled or could be re-scheduled. Basically, once the elementary teachers had turned in their lists of students needing assistance and the times they were available for tutoring, the number of requests by periods was tabulated. The period with the greatest number of requests for reading tutors was to be the time that the reading experimental class was to be taught, and the mathematics class was set up on the same basis. The junior high students who had preferenced to be reading or mathematics tutors had their elective class scheduled during the period in which the experimental class was to be taught were automatically assigned to the experimental group. The remaining students were assigned during their elective period to a teacher's classroom according to the request for a tutor during that time frame. Those who were not able to be assigned were given schedule changes to be in the experimental.

Those junior high students who were not assigned to the experimental group served as controls in the mathematics program and in the reading program. As with the experimental groups, these tutors were selected from the group who volunteered to tutor during their elective period. They, therefore, tutored during their free periods. Since assignment to the elective periods by the school is not done in any systematic manner, students are not grouped in any homogeneous manner. The assignment to groups could thus be considered random. Additionally, in terms of equivalency to experimental groups, the tutors in the control groups were seventh, eighth, and ninth graders who all volunteered to be tutors. Possible differences in initial achievement levels were taken into consideration through the application of the analysis of covariance in the analysis of the data when pre-test scores were covaried out.

While the sampling technique was not "classically" a random approach due to the limitations described, it was adequate to insure the availability of reliable information without seriously violating a non-equivalent control group design which was utilized.

The 113 junior high tutors placed in the experimental group participated in 26 sessions of training conducted by a teacher who was a member of the school staff and a TTV staff member. In three of the field test schools, TTV staff members taught the reading class and the staff member taught the math class. In the remaining two field test schools, the

TTV staff members taught the math class and the staff member taught the reading class. Ten class sessions of pre-service instruction were held before the experimental tutors began tutoring. After the initial training, the tutors in the experimental group received in-service training one period per week at the junior high and tutored the students to whom they were assigned the remaining four periods of the week throughout the 18 weeks of the field test. The 106 junior high students placed in the control group tutored their tutees five periods per week for the 18 weeks.

The identification and selection of tutees was completed by the elementary school teachers whose classes were participating in the field test. The teachers listed an even number of students (2,4,6,8, or 10) who were achieving below grade level. The teachers based their selections on the Dade County Public Schools reading systems placement test administered at the beginning of each year, on their observations of the students within the first month of school and/or the student's Stanford Achievement score. A TTV staff member verified the teacher's recommendations by checking each student's Stanford Achievement score and the grade equivalent score. If the Stanford Achievement score did not coincide with the teacher's judgment, the discrepancy was brought to the attention of the teacher and if the teacher still contended that the student was achieving below grade level, the teacher's judgment was accepted and the student was listed as a potential tutee. The major selection criteria used by the teacher was that the prospective tutee must be at least one grade level below his or her assigned class level in the area in which the student was to be tutored, i.e., reading or mathematics.

The list of tutors and the times they were available to tutor was developed. The teacher or TTV staff member made the tutee/tutor matches. During the matching process great care was taken to insure that the teachers had no knowledge as to which students were in the experimental or control group. The tutee was designated control or experimental depending on whether his tutor was a control or experimental tutor. In the match process, the tutor had to be at least two grade levels on the Stanford Achievement Test above the tutee in the subject area in which the tutoring was to take place. Since the focus of the project was on achievement level, no special emphasis was put on the actual grade placement of the tutor or the tutee.

Once matches were completed, the tutoring began. At the designated class period, each tutor came to the elementary classroom where the tutee was located. The two worked together for a period of approximately forty (40) minutes four days a week for sixteen (16) weeks of tutoring. In total, approximately forty (40) minutes four days a week for sixteen (16) weeks of tutoring. In total, approximately sixty-four (64) tutoring sessions were available within the eighteen (18) week course for the experimental group.

DESIGN - The Non-equivalent Control Group Design was used for the field study. Every effort was made to control for all possible sources of invalidity.

INSTRUMENTATION - The Metropolitan Achievement Test was used as the pre- and post-test measures of reading and mathematics achievement. For mathematics reliability estimates ranged from .80 to .90 while reading reliabilities ranged from .94 to .96. Additionally, it was determined that the Metropolitan Achievement Test had content validity in terms of the objectives of the TTV program.

Locally designed and developed objective-referenced assessment instruments in reading and mathematics were used to collect tutor achievement data. The instruments were constructed and validated prior to the field test. The content validity of the instruments was verified by both content specialists and a measurement specialist. Final reliability estimates were established at .82 for reading and .82 for mathematics.

EVIDENCE OF EFFECTIVENESS/RESULTS - The results obtained from the analysis of covariance of the data gathered by the Non-equivalent Control Group Design are presented in Tables 1-3. Table 1 shows that tutees who were tutored by trained tutors in reading significantly out-performed tutees who were tutored by untrained tutors as measured on the Metropolitan Achievment Test. These results indicate that the training of tutors in specific reading skills did enhance their performance as tutors. This, in turn, enhances the

performance of tutees in reading achievment. In sum, the [illegible] use their newly learned skills to enhance the reading levels of their elementary scho[illegible]tees.

Secondly, also shown in Table 1, tutees who were tutored by trained tutors in mathematics significantly ($P<.001$) out-performed tutees who were tutored by untrained-tutors. Again, these results demonstrate that the effects of training of tutors did significantly effect the achievement of tutees in mathematics. The skills that the tutors learned allowed them to work more effectively with elementary tutees.

TABLE 1

MEANS AND STANDARD DEVIATIONS
METROPOLITAN ACHIEVEMENT TEST
SCALED SCORES FOR TUTEES
MATHEMATICS (1979)

GROUP	N	Pretest X	S.D.	Posttest X	S.D.
Experimental	62	504.52	92.65	546.29	85.46
Control	52	507.12	(ANCOVA: F= 30.916	P < .001)	
			84.13	578.17	73.66

READING

GROUP	N	Pretest X	S.D.	Posttest X	S.D.
Experimental	51	571.82	101.82	646.98	52.16
Control	51	572.75	(ANCOVA: F= 33.702	P < .001)	
			79.74	614.43	64.15

Table 2 presents the raw score data on the objective-referenced test. As can be seen in Table 2 the tutors who completed the training program in reading or mathematics tutoring skills significantly ($P<.001$) out-performed their respective control counter-parts on the objective-referenced tests. These results strongly support the effectiveness of the training program on tutors. In other words, the results demonstrate that the TTV training program teaches tutors desired tutoring skills. These results coupled with the tutees' results demonstrate that the training program is effective in the training of tutors, and the trained tutors are more effective in their tutoring efforts.

TABLE 2

MEANS AND STANDARD DEVIATIONS
OBJECTIVE REFERENCED TESTS FOR TUTORS
RAW SCORES
MATHEMATICS (1979)

GROUP	N	Pretest X	S.D.	Posttest X	S.D.
Experimental	58	18.91	5.90	35.33	4.81
Control	55	18.89	(ANCOVA: F= 29.127	P < .001)	
			5.82	18.29	6.64

READING

GROUP	N	Pretest X	S.D.	Posttest X	S.D.
Experimental	55	15.89	6.59	39.26	5.52
Control	51	17.11	(ANCOVA: F= 47.709	P < .001)	
			8.40	20.29	7.53

Table 3 presents a summary of the results of the analysis of the tutor reading and mathematics scaled scores (Metropolitan Achievement Test). The analysis of covariance yielded significant results for mathematics but non-significant results for reading.

The achievement score gains for the tutors presented in Table 3 indicate that tutors who learned the tutoring skills and used them with elementary school level tutees showed greater gains ($P < .001$) in mathematics achievement measured on the Metropolitan Achievement Test than those untrained tutors who worked with like students. These results are exciting since they show that in the area of mathematics, not only are trained tutors better tutors, but their own mathematics achievement is enhanced in the process.

The hypothesis relating to reading achievement of tutors was not supported by the data analysis. This was not surprising since reading is more complex to teach than mathematics, and it would take a larger number of subjects and probably more time to show significant gains. However, it should be noted that the experimental group gained 1.76 grade equivalent levels to the control group's gain of 1.27 levels, a difference of .49 or approximately half a grade level better. Thus it can be stated that while the training program may not have the same effect in reading as it did in mathematics for the tutors, the experimental reading tutees did out perform the control reading tutees.

TABLE 3

MEANS AND STANDARD DEVIATIONS
METROPOLITAN ACHIEVEMENT TEST
SCALED SCORES FOR TUTORS
MATHEMATICS (1979)

GROUP	N	Pretest X	S.D.	Posttest X	S.D.
Experimental	58	728.62	113.90	798.07	92.82
				(ANCOVA: F=91.895 P < .001)	
Control	55	722.95	111.31	734.76	117.76

READING

GROUP	N	Pretest X	S.D.	Posttest X	S.D.
Experimental	55	747.71	79.19	789.93	65.20
				(ANCOVA: F= 110.134 N.S.)	
Control	51	748.61	95.23	783.82	93.94

In sum, the results indicate that trained tutors were more effective than untrained tutors. Untrained tutors still enhance performance of tutees; however, not to the extent of the trained ones.

EDUCATIONAL SIGNIFICANCE - To support the educational significance of the tutee results, Cohen's Effect Size statistical technique was applied to the data. The "effect size" was calculated as d=.53 for reading and d=.92 for mathematics. Since Horst, Tallmadge and Wood(1974) state that projects with an effect size of .33 or greater can be considered as educationally significant, the .53 and .92 are reported as significant.

For the objective-referenced test, the results showed effect sizes of 2.6 in mathematics and 2.5 in reading. This means that the mean difference was about two and one-half standard deviations (post test control group) above the post test control group mean. The statistic provides credible evidence that the intervention provided an educationally significant change.

The educational significance for the mathematics achievement of tutors was established by computing an index of effectiveness --Cohen's Effect Size. The statistic provided credible evidence that the intervention provided an educationally significant change.

More particularly, Cohen's effect size of .53 means that the mean difference was (about) one half a standard deviation unit (in terms of post-test control group standard deviation units) above the control group mean. This is generally accepted as educationally significant.

UNANTICIPATED OUTCOMES

1. In addition to the evidence that trained tutors outperformed untrained tutors on an objective referenced and an achievement test, a summary of trainer and teacher observations indicated that the tutors actually used the skills they learned. As an example, trained tutors were viewed as being more organized and responsible. They implemented such skills as lesson planning, drill procedures, and an understanding of the stages of learning.

2. Observational information provided by the classroom teachers and feedback data from the tutors themselves revealed that the training helped the tutors have a better understanding of the teacher's role and the teacher/pupil relationship.

3. Selected observations and questionnaire feedback revealed that certain students (tutees and tutors who were identified as discipline problems at the beginning program showed a marked decrease in the incidence of disciplinary problems.

4. Selected observations and questionnaire feedback revealed that the tutors developed better self-images and more postive feelings about themselves as a result of being viewed as role models by younger students. The tutees also developed better self-images as a result of the attention received from older students whom they respected.

5. Other positive features of the TTV project were that there was an increase in the articulation between the feeder and the receiving schools and that the use of tutors in the classroom helped to decrease the teacher/student ratio thus allowing the teacher more time to work with smaller groups.

EVIDENCE OF EXPORTABILITY - TTV has been packaged into a completely exportable project. All instruction/preparation needed in the use of the TTV model and materials can be acquired in a two-day workshop. All of the basic materials necessary for a cross-age tutor training program are included in the project materials which have been packaged according to the three mini-courses: General Volunteering Skills (GVS), Training for the Reading Tutor and Training for the Math Tutor. For each mini-course, there is a teacher kit as well as student materials. A description of the teacher kit and student materials available for each mini-course follows:

General Volunteering Skills (GVS) covers the role and responsibilities of tutors as well as the resources, instructional tools, equipment, and techniques available for use with the tutees. The GVS teacher kit includes the video taped lessons for initial concept development, a teacher's mini-pak (workbook) with practice/extension activities and tests that correspond to the video lessons, and an audio visual kit with filmstrips and audio tapes used in conjunction with the activities in the mini-paks. The GVS student mini-pak (workbook) includes the practice and expansion activities in the teacher's mini-pak. Training for the Reading Tutor provides an overview of the various approaches to the teaching of reading along with specific strate-

gies and reinforcement techniques to be used in phonics, sight words, context clues, structural analysis, readiness skills and comprehension. The teacher kit includes video taped lessons for initial concept development, a teacher's mini-pak (workbook) with practice/extension activities and keyed tests that correspond to the video lessons, comic books, a basic training manual and an audio/visual kit with filmstrips and audio tapes used in conjunction with the activities in the mini-paks. The student materials include the mini-pak, comic books and basic training manual. Training for the Math Tutor prepares the tutor to work with the tutee in addition, subtraction, multiplication and division through the concrete, pictorial, symbolic and abstract stages. The teacher kit and student materials are the same as those included in the Training for the Reading Tutor mini-course.

Along with the materials for training tutors, the TTV staff has developed materials for training the teachers who will be involved in the program. The teacher training materials include the agendas and filmstrips with tapes that are used in the 3 hour workshop designed to prepare teachers in the sending and receiving schools for their respective roles. Finally, the TTV staff has developed the Manager's Handbook which is to be used by the TTV coordinators in both the sending and receiving shcools. This manual provides step-by-step instructions for setting up a cross-age tutoring program using the TTV model as well as clarifies the role and responsibilities of key personnel. Both the teacher training manual and the Manager's Handbook are given to program coordinators when they participate in the two-day Implementation Workshop prior to installation.

Instaliation of the TTV model would require

a) support of the key decision makers who would determine the scope and extent of the installation by identifying specific needs of the schools and availability of necessary resources
b) purchase of project materials needed for implementation - an adoption would include General Volunteering Skills with the Reading and/or Math Component
c) identification of personnel needed to manage the program and training at the adopter site or demonstration center to prepare personnel for their roles
d) implementation of the program using TTV materials and procedures for training, monitoring and evaluating tutors
e) assessment of the impact of the program on student performance reported to developer staff

INNOVATIVENESS - The key to the innovativeness of the TTV project lies in the provision of an easy means to accomplish what educators have long known was a viable learning process, students tutoring other students. TTV includes a high quality student training package that requires no special staffing or facilities. In addition, TTV requires no curriculum revision since it can be used in conjunction with a district's existing reading and math program and TTV can be dovetailed into the school's program as an elective or extra-curricular activity. TTV is also an inexpensive means of providing students grades 7-9 with an exciting, non-threatening means of reviewing basic competencies and receiving, where necessary, remedial education. Finally, TTV has documented that the training the tutors receive is indeed significant both in their skill development as well as in their ability to work with their tutees.

APPENDIX B

15. COUNCILS/BOARDS AND COMMITTEES

Shared Governance Gives Parents A Say in Education

Overview

- Parents and community members participate in decision making with school teachers, administrators, and employees in Salt Lake City, Utah. The Salt Lake City School District's shared governance system of educational management gives parents real, direct responsibility and authority rather than an advisory role in education.

- The majority of the administrative decisions necessary for day-to-day operation of the schools are made by the principals and the superintendent without outside input. The purpose of shared governance is to involve the public and other school employees in the relatively few, but important policy decisions that have the greatest impact on education.

- Other objectives of shared governance, listed by Robert N. Fortenberry, Superintendent of Schools, Jackson, Mississippi School District, include:

  -to create a sense of ownership in decisions through increased involvement,

  -to enhance student development,

  -to improve implementation of decisions,

  -to promote unity among school staff members, and

  -to develop a closer relationship between school and home through active community involvement.

- Pupil achievement increases.

- Public confidence in the schools intensifies.

- Positive relationships are developed between teachers and administrators and between school employees and parents.

(cont.)

MAJOR OUTCOMES (cont.)

- Negotiations are conducted in an atmosphere of collaboration, trust, and good will.

- Concentration on teaching/learning becomes a high priority of both the both the board of education and the school district personnel.

- Conflict is utilized as a condition to improve schools rather than as a generalized strategy to hurt someone.

Need for the Program

- The shared governance concept was developed by Dr. M. Donald Thomas in 1973 when he was Superintendent of the Newark Unified School District in Newark, California. He initiated shared governance because schools were saddled with histories of hard-nosed bargaining, student and teacher unrest, racial confrontations, and insufficient funds to adequately manage themselves.

- These conditions led to inadequate educational opportunities for students, which in turn generated mistrust and suspicion on the part of community members as well as district and school employees.

Supporting Research

- A recent New Jersey school district survey revealed that "parents do not want to serve in advisory capacities only. They want to share in the power, in the policy-making decisions of a school..."

- Dr. George Gallup, in an interview appearing in the January 1981 issue of The School Administrator, insisted that "parents must become regarded as part of the teaching team. The job of education can't be left solely to the schools. Many of the problems schools face are really the responsibility of the home. Educa-

(cont.)

SUPPORTING RESEARCH (cont.)

tional improvement depends to a great extend upon how well parents are fitted into this whole educational scheme."

Unique Characteristics

- Salt Lake City School District is the fifth largest district in Utah with over 23,000 students enrolled in 27 elementary schools, 6 intermediate schools, 4 high schools, and 4 special schools. The district is located in the business and population center of Utah. School patrons represent a wide socioeconomic range and a diversity of ethnic groups.

- In August 1981, a Written Agreement Based on Shared Governance was added to the legally binding written agreement concerning policies and procedures drawn up by the board of education and the Salt Lake Teachers Association in 1973 for the governing of the district.

- Shared governance is based on the philosophy that since education is a responsibility of the public, the public should be actively involved in exercising that responsibility.

- Four basic principles underly the operation of shared governance: the principle of delegation; the principle of consensus and parity; the principle of review and appeal; and the principle of trust, openness, and equity.

- The authority to manage Salt Lake City School District is delegated to the superintendent by the board of education. The board of education supports, but is not bound by shared governance. Management by shared governance begins with the superintendent.

- Shared governance operates in all local schools and in central office committees as well as in the superintendent's office in Salt Lake City School District.

Making It Work

- Do give all councils real decision making authority and not just advisory responsibility.
- Do provide training for council members.
- Do adhere to legal, ethical, and financial guidelines governing school district policy and procedures when operating in shared governance councils.
- Do allow time for people to learn how to make shared governance work.

Doing It

1. Present the shared governance concept to the board of education for approval and support.
2. Present the idea to district level and local school administrators, personnel, and school support groups.
3. Select a shared governance committee to develop training materials and plan workshops.
4. Organize shared governance councils in the schools and the central office.
5. Train council members.
6. Monitor the councils to assure they are operating properly.
7. Train new council members as positions are vacated and refilled.

Resources Needed

- Leadership for implementing shared governance came from Salt Lake City School District Superintendent Dr. M. Donald Thomas, with support from the Board of Education.
- The operating structure for shared governance encompasses School Improvement Councils, School Community Councils, various central office councils, and a council called the Superintendent's Administrative Staff. Local School Improvement Councils may include one representative from the academic subject areas; one representative from the non-academic subject areas; one (or more) teacher association representative; one representative from the counseling staff; one secretary, custodian or other non-teaching staff member; and the principal. The School Improvement Council's composition differs according to whether the school is an elementary, intermediate, or high school.
- School Community Councils include all members of the School Improvement Council; the local PTA president and PTA first vice-president; three community representatives, one each nominated by the principal, the PTA president, and the PTA first vice-president; and three additional community representatives nominated by the first three community representatives.
- Central office councils consist of the various committees functioning at the district level.
- A training manual and a series of training workshops were developed by a committee under the direction of the Salt Lake City School District Office of Volunteers and Public Information.

Evaluation

- Although shared governance has not operated perfectly since its operation in Salt Lake City School District, it has been more effective than former modes of educational management. Because of its success, many school districts throughout the United States have called on Superintendent Thomas to offer consultation on the shared governance process.
- Shared governance has been adopted successfully by school districts in Jackson, Mississippi; Dalton, Georgia; Tulsa, Oklahoma; and Santa Clara, California.

© Community Education Product • Utah State Office of Education

For More Information

Media Material Available:

-Shared Governance Training Manual: Working Together for a More Effective Education, developed and published by Salt Lake City School District

Contact: Gene Barry, Coordinator or
Rob Wakefield, Public Information Assistance
Public Involvement and Public Information Office
Salt Lake City School District
440 East 100 South
Salt Lake City, UT 84111
Telephone: (801) 322-1471, ext. 433

School Volunteers, Inc.

Overview

• School Volunteers, Inc., directed by a board representing a broad cross-section of the community, oversees volunteer programs in Salt Lake City School District. The board is responsible for volunteer recruiting and training, general public awareness of volunteer opportunities and development of programs utilizing volunteers.

• The purposes for establishing School Volunteers, Inc. were to place a broad spectrum of volunteers in the schools and to train them so they would have more confidence in participating.

Major Outcomes

• Among the projects initiated by School Volunteers, Inc. are Adopt-A-School, a school/business partnership placing volunteers from the workplace in the schools, and SMILES (Senior Motivators in Learning and Education Services), which places older volunteers in the schools.

• More important than statistics on hours spent by numbers of volunteers are the positive results achieved by volunteers working with students and teachers, giving all a chance to extend themselves.

Need for the Program

• Studies show that time on learning tasks is the greatest contributor in students' achievement in school. Any person, not just a teacher, can keep the students on task.

• In addition to parents already involved in Salt Lake City schools, a group of concerned citizens wanted to involve a broader spectrum of community members as school volunteers.

Unique Characteristics

• Salt Lake City School District is the fifth largest district in Utah with over 23,000 students enrolled in 27 elementary schools, 6 intermediate schools, 4 high schools and 4 special schools. The district is located in the business and population center of Utah. School patrons represent a wide socio-economic range and a diversity of ethnic groups.

• An official position paper supporting the school volunteer program was adopted by the Salt Lake School District Board of Education.

• School Volunteers, Inc. coordinates its efforts with the PTA, the school/community councils, community school managers, and works in partnership with community groups and businesses to bring volunteers into the schools.

• School Volunteers, Inc. was officially organized in 1969.

• The program has received national recognition in the areas of business involvement and parental involvement from the National School Volunteer Program (NSVP).

Making It Work

• Do urge adoption of an official, district-level policy supporting volunteerism.

• Do make sure the volunteer advisory board truly represents the population of the school district.

• Do choose advisory board members who are the best in their fields, from top parent to top business executive, who believe in volunteer involvement in the schools as a way to achieve quality education.

• Do have a paid administrative staff, including a volunteer coordinator in each local school.

• Do train volunteers and teachers to help them feel comfortable with one another.

(cont.)

MAKING IT WORK (cont.)

• Do concentrate on initiating one project at a time.

• Don't alienate people. Offer volunteer services in a positive way.

• Don't sell volunteerism as a money-saving measure. Volunteers are in the schools to extend, enrich, and support, and not to replace existing programs. They need the flexibility to go on vacation or take on other responsibilities if they desire.

Doing It

1. Obtain official district support for the volunteer program from the board of education and the superintendent.
2. Establish a district-level volunteer advisory board.
3. Decide on a specific project to undertake, such as a math tutoring program.
4. Determine the specific needs of the students and teachers.
5. Recruit volunteers according to the needs.
6. Screen volunteers to determine capabilities.
7. Match volunteers' capabilities to student and teacher needs.
8. Train volunteers to work with students and teachers and train teachers to work with volunteers.
9. Place volunteers in classrooms.
10. Document results of volunteer efforts.

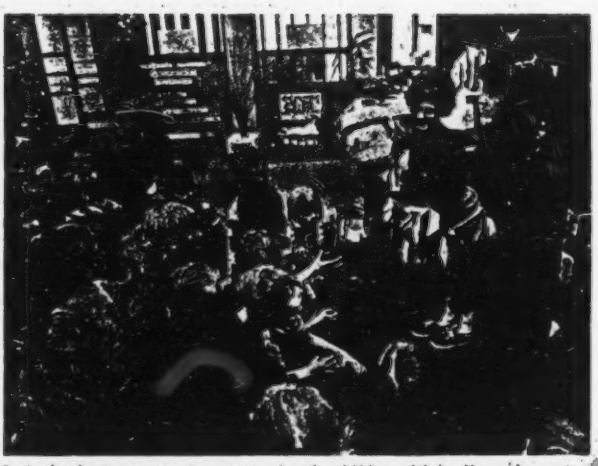
Resources Needed

• A district volunteer coordinator directs programs established by the board of School Volunteers, Inc.

(cont.)

RESOURCES NEEDED (cont.)

- The PTA provides volunteer coordinators in each local school.
- Seed money to start School Volunteers, Inc. was provided by the Junior League of Salt Lake, Travis Foundation, VISTA, ESAA and local contributors.
- Office space, secretarial services and meeting facilities are provided by Salt Lake City School District.
- Membership in the National School Volunteer Program and the Utah School Volunteer Program provides technical assistance and a network of support for program development.



Trained volunteers present a program for the children with handicapped puppets, "The Kids on the Block"

© Community Education Product · Utah State Office of Education

For More Information

Contact: Gene Berry, Coordinator
School Volunteer Program
Salt Lake City School District
440 East 100 South
Salt Lake City, Utah 84111
Telephone: (801) 322-1471, ext. 432

Other Resources: National School Volunteer Program (NSVP)
300 N. Washington St.
Alexandria, Virginia 22314
Telephone: (703) 836-4880

Also referenced:

Lend a Hand: Be a School Volunteer
National School Volunteer Program, Inc.
Annual Report 1983

Mr. LEHMAN. At this time, I would like to recognize Ms. McKenzie, the superintendent of the D.C. school system.

STATEMENT OF FLORETTA DUKES McKENZIE, SUPERINTENDENT OF SCHOOLS, CHIEF STATE SCHOOL OFFICER, WASHINGTON, D.C.

Ms. MCKENZIE. Thank you very much, Mr. Chairman.

My name is Floretta Dukes McKenzie, superintendent, D.C. Public Schools. I am very pleased to be here to discuss the topic, "Improving American Education: Roles for Parents." I brought a statement, and I will summarize it so as to conserve time.

There is little doubt that parents can and do make substantial contributions to the quality of the education that our students receive. In fact, the entire community is a valuable resource to the education system. In the District of Columbia, we have adopted a saying that goes like this: "While schooling is our business, education is everyone's business."

The fact is that parent and community involvement is not in dispute, the debatable question seems to be how to secure parents' assistance, and in what ways can parents assist, and how can school personnel work with parents most effectively.

We are pleased to have a parent and a student from our school system, a parent who does in fact volunteer, and I hope that they will get a chance to make a comment.

Mr. LEHMAN. Which one is the parent and which one is the student. [Laughter.]

Ms. MCKENZIE. The D.C. public schools has a tremendously active volunteer services and training branch. As Dan Merenda indicated, it is a cost factor, but I think it is very much cost justifiable.

This year we have experienced a tremendous increase in our volunteer corp. We had over 12,500 volunteers working in schools, an increase of 3,000 volunteers over last year. We also saw in our Parent-Teacher Association an increase in membership by 25 percent, in spite of declining student enrollment. So that gives you an indication that parents in the community at large are very much involved and want to be involved.

We have learned that increasing involvement requires careful planning and strong dedication. Based on our experience, we have found that school personnel have to ask parents and others to get involved. During this year, I sent out 50,000 invitations to parents and community people to become involved, and we have received tremendous success. We received financial assistance from the C&P Telephone Co., and from many others to push for parent and community involvement.

We find also that we have to make information accessible to parents. We prepared an array of materials to help parents work with their students to reinforce instruction. This is a sample of some of those booklets. It says "Reading is a Family Affair" and "Math is a Family Affair." We give these to all of our elementary students at the different grade levels so that parents can have ready resources to work with their children in reinforcing instruction. We also have some that are even more elaborate. We believe that the

youngsters and parents can work together much more easily if they have materials laid out for them.

We believe that we have to have meaningful dialog with parents, and many of our junior high schools, elementary and high schools hold information workshops on weekends and evenings. Every quarter we send to parents of our 90,000 students a parent advisory brochure to give them helpful information about what is occurring in the schools.

The most important point I perhaps can make is that we in education must recognize the worth of what parents contribute to the educational process. We have developed a uniform system of recognition for parents and volunteers. This recognition includes awards and commemorative brochures. Tonight we will have our volunteer recognition ceremony at the departmental auditorium. We list the names of all 12,500-and-some volunteers. We give them the best show and demonstrate the best talent of the D.C. public schools. You will find probably that there will be standing room only tonight, and that every student act will probably meet with a standing ovation.

In addition to these efforts, we are involved in many community involvement projects. We have the Washington parent group fund. You might have seen on television this week that almost $70,000 was awarded to parent groups for matching funds for projects to help students. Some of you might have heard of Operation Rescue, our very strong tutorial program; Operation Outreach an evening tutorial program and we have a retired teachers project; parent-to-parent attention on attendance project. We have an Adopt-A-School Program, a very large one; public/private partnership, and the organization, Concerned Black Men, to mentor and do role modeling; and I could go on, and on, on as to that kind of involvement.

We believe that we cannot achieve our mission of creating effective schools without the involvement of outside resources such as parents and other community members. We believe that parents are the most important resource in our schooling process.

Thank you so much. I know I rushed it, but I do want our parent and student to have an opportunity to make a comment.

Mr. MARRIOTT [presiding]. Thank you very much, Mrs. McKenzie. That was a very interesting testimony. We will look forward to some questions in just a few moments.

[Prepared statement of Floretta Dukes McKenzie follows:]

PREPARED STATEMENT OF FLORETTA DUKES MCKENZIE, SUPERINTENDENT OF SCHOOLS, CHIEF STATE SCHOOL OFFICER, DISTRICT OF COLUMBIA PUBLIC SCHOOLS

Mr. Chairman, Members of the Committee and my distinguished colleagues, I am pleased to join you here today to discuss the topic, "Improving American Education: Roles of Parents".

There is little doubt that parents can make substantial contributions to the quality of the education their children receive. In fact, a school or school system's entire community is an invaluable asset in ensuring educational quality. In the District of Columbia, we have adopted the phrase: "While schooling is our business, education is everyone's business."

The value of parent and community involvement in education is not in dispute; the debatable question revolves more around: how to secure parents' assistance, in what ways can parents assist, and how can school personnel work with parents most effectively.

The District of Columbia Public Schools has a tremendously active Volunteer Services and Training Branch, established to address these questions. The unit assits individual schools in recruiting and utilizing parents and other volunteers, and trains school personnel in how to make the best use of volunteer services.

We have experienced a tremendous increase in the number of parents and others involved in our schools. Tonight, in fact, we are holding a recognition ceremony to salute the efforts of our volunteers. This year, we had over 12,500 volunteers working in the schools—an increase of about 3,000 from last year. In addition, participation in our schools' PTAs is up 25 percent.

However, we have learned that increasing involvement requires careful planning and a strong dedication of purpose. Based on our experience, we have found:

(1) School personnel have to ask parents and others to get involved. A recent national survey of volunteers found that 87% volunteered their time because they were asked. This school year we sent out over 50,000 invitations, over my signature; to parents to come into our schools and received a tremendous response. We complemented this effort with a major recruitment campaign. With the financial assistance of C&P Telephone Company, we printed thousands of folders and buttons bearing the slogan, "Knowledge: DCPS plants the seed, we make it grow."

(2) Schools have to make information both accessible and meaningful for parents. Recently, we revised our report cards to make them more understandable to parents. Additionally, we have prepared an array of materials, which are sent home so parents can help reinforce classroom instruction with their children.

(3) School systems must make a commitment to meaningful dialogue with parents on parent time. Many of our junior high schools hold parent information workshops on weekends and evenings when parents are available. We also have a quarterly publication especially for parents. "Parent Advisory" with a press run of 90,000—one for each student to take home—alerts parents to new programs, where to get information and important school dates.

Also, we have launched some computer training programs for parents so adults will be more accustomed to the technology which their children are learning with and about. One such project is for non-English speaking parents, and it not only helps them learn more about their schools but also to learn English.

In the near future, the District of Columbia Public Schools will have in our computer the names of individuals, organizations and institutions that have resources our students need, a teacher will be able to retrieve by subject area the name of a resource for a particular topic.

(4) The most important point I can make is that we in education must recognize the worth of what parents contribute to the educational process. In the District, we have developed a uniform system of recognition for parents and volunteers which includes awards and a commemorative brochure that list the names of all volunteers and is distributed at our annual volunteer awards ceremony.

In addition to these efforts the District of Columbia Public Schools are involved in many other efforts to increase community involvement in our schools. Some of these include:

1. The Parent Group Fund.
2. Operation Rescue.
3. Operation Outreach—tutorial assistance for secondary students.
4. Project Serve—senior high student tutor elementary students.
5. Emertus Teachers Project.
6. Parents to Parent: Attention on Attendance.
7. Giant Food/Home Economic Connection.
8. Communicating, Sharing and Caring at Oyster.
9. Metcon at Shaw.
10. Adopt-A-School Project.
11. RIF in DCPS.
12. Westgate Mentor Program.
13. Georgetown Medical Students in our Schools.
14. Public Private Partnership.
15. Concerned Black Men, Inc. Mentor and rolemodeling.
16. Kiwanian Builders Club.
17. Embassy Adoption Project.

There are many other examples of efforts the District of Columbia Public Schools is making to reach out to the D.C. community of parents and friends of our students so that they may help us achieve our mission. We want our instructional personnel to view themselves as managers of instruction, and to view parents and others as resources in the schooling process. We cannot achieve our mission of creative effec-

tive schools without the involvement of outside resources. Parents are the most important resource in our schooling process.

Mr. MARRIOTT. The chairman had to step out, but he just stepped back, so my short reign just came to an end.

Mr. LEHMAN. Thank you very much, Dan.

We will now have a parent and student from Duke Ellington High School. I visited your school a couple of times. How is the air-conditioning? Is it still messed up?

Ms. KATHRYN STANLEY. Yes, it is.

Mr. LEHMAN. How can you have volunteers if you don't have air-conditioning? [Laughter.]

Thank you.

STATEMENT OF BEATRICE PERRY STANLEY, PARENT

Ms. BEATRICE STANLEY. Good morning, Mr. Chairman and task force committee members. I am Beatrice Stanley, a native of New Orleans, LA. It is nice to see you again, Mrs. Boggs.

I am accompanied here by my daughter Kathryn, who is 17. I have an 18-year-old son who has graduated from secondary schools in the District of Columbia and is now attending Morehouse College.

I was a school attendance officer here in the District of Columbia from 1968 to 1971, and a teacher from 1972 through 1983 when I resigned to return to school full time and to work part time.

I became involved in my children's education when they were in elementary school, and served as PTA president there for 2 years. I remained involved through their high school years, and am now completing my second year as president of the PTSA of Duke Ellington School of the Arts.

I am involved in my daughter's education because I feel very deeply that, while the main focal point of education is the student-teacher relationship, a wider arena is the home, the community, and the family. I want my daughter to know by my participation that I stand with her and behind her and will praise her successes and help her endure and work through her difficulties.

I am also involved because I want her teachers to know that I will be available for support at times other than crises. The Ellington School holds frequent performances, and I attend performances of school groups other than groups which include Kathryn in order to show that I have an active interest in the wider school program.

It is also refreshing to go to PTA meetings and feel that I am not pressured to have a conference with all the teachers because I see them frequently at school and we share good news—Kathy's grades are excellent—and bad news, at times other than PTA meetings. As a former teacher, I am aware of the extreme importance of an ongoing supportive and positive relationship with parents. Frequent contacts help to develop trust, and mutual trust is a key factor to success in education.

Sometimes parents think of teachers and administrators as adversaries rather than partners. They feel that their questions and concerns are unwelcomed and will be treated as accusations rather than inquiries. It is not easy sometimes for parents to be active forces in our children's lives these days. For example, I am a work-

ing parent, and I don't often have as much time as I would like to to visit the school. Also the jargon is often confusing and there is sometimes a mystery about school that is confusing for parents. But I think that some of the booklets that the superintendent shared with us are an attempt to make things a little less mysterious in that area.

As a parent, I have always expressed to teachers, however, that while I may not have a familiarity with a particular subject which is their domain, I am quite familiar with my child and will support the teachers efforts to instruct by instilling politeness and respect and encouraging good student habits. Teachers and administrators, too, can be uncomfortable in developing relationships with parents until they realize that there is not a threat involved and that we can work together well.

I feel that my children, the school, and I have benefited a great deal from my involvement. Personally, I feel that my presence at the school gives my daughter the message that I am vitally interested and concerned about her education. I have developed good communication with her teachers at times other than crises. For example, we have also increased our parent activity. Last year, our political action committee was very vocal in demonstrating our concern when a decision was about to be made to move students to a distant site during renovation. We felt, as did the administration, that such a move would be devastating to the program. Fortunately, our efforts, letters, phone calls, general pestering, and an impassioned plea from a sympathetic board member resulted in a shifting of students across the street rather than across town.

Another benefit for me has been seeing and knowing my daughter's friends. When children are young, we tend to interact with their friends and the parents of their friends more frequently. In adolescence we think the children are on their own with choosing friends. They can get around without us, and we often don't know who their school friends are. I find it very gratifying to be able to put faces with the names that my daughter calls when she speaks of her friends, and am delighted to have interacted with them in a school setting.

Finally, my daughter has lived with her father for the last 2 years, and driving her to school as well as participating in PTSA activities affords me the opportunity to spend a maximum amount of time with her. School is where she is most of the time—8:30 to 5:30—and when I am involved in her school, I am involved in a major part of her life.

Kathryn will give you some of her ideas about how my involvement has perhaps affected her school experience.

[Prepared statement of Beatrice Perry Stanley follows:]

PREPARED STATEMENT OF BEATRICE PERRY STANLEY, PARENT

I am Beatrice Perry Stanley and I am accompanied here by my daughter Kathryn, who is 17. I have an 18-year-old son, Nathaniel, who has graduated from high school and presently attends Morehouse College. I was a school attendance officer with the D.C. Public Schools from 1968 to 1971 and was a classroom teacher from 1972–1983 when I resigned to go back to school full-time and work part-time.

I became involved in my children's education when they were in elementary school, and served as the P.T.A. president there for 2 years. I have remained in-

volved through their high school years and am now completing my second year as president of the P.T.S.A. of Duke Ellington School of the Arts.

I am involved in my daughter's education because I feel very deeply that, while the main focal point of education is the student-teacher relationship, a wider arena is the home, community and family. I want my daughter to know by my participation that I stand with her and behind her, will praise her success and help her endure and work through difficulties.

I'm involved because I want her teachers to know that I will be available for support at times other than crises. The Ellington school holds frequent performances, and I attend performances of school groups other than groups which include Kathryn in order to show that I have an active interest in the wider school program.

It is also refreshing to go to P.T.A. meetings and feel that I'm not pressured to have a conference with all the teachers because I see them frequently at school and we share good news—Kathy's grades are excellent—and bad news, at times other than P.T.A. meetings. As a former teacher, I am aware of the extreme importance of an ongoing, supportive and positive relationship with parents. Frequent contacts help to develop trust, and mutual trust is a key factor to success in education.

It is not easy for parents to be active forces in our children's lives these days. For example, I am a working parent and I don't often have as much time as I would like to visit the school. Also, for all parents, there is some mystery about schools, and the jargon is often confusing. As a parent I have always expressed to teachers that, while I may not have familiarity with a particular subject, I am quite familiar with my child and will support the teachers efforts to instruct by instilling politeness and respect, and encouraging good student habits.

Sometimes parents think of teachers and administrators as adversaries rather than partners. They feel that their questions and concerns are unwelcomed and will be treated as accusations rather than inquiries. Teachers and administrators too can be uncomfortable in developing relationships with parents, until they know it is not a threat and can work well for everybody.

I feel that my children, the school and I have benefited a great deal from my involvement. Personally, I feel that my presence at the school gives my daughter the message that I am vitally interested and concerned about her education. I have developed good communication with her teachers at times other than crises. For the school, we have increased parent activity. Last year, for example, our political action committee was very vocal in demonstrating our concern when a decision was about to be made to move students to a distant site during renovation. We felt, as did the administration, that such a move would be devastating to the program. Fortunately, our efforts, letters, phone calls, and an impassioned plea from a sympathetic board member resulted in a shifting of students across the street rather than across town.

Another benefit for me has been seeing and knowing my daughters friends. When children are young, we tend to interact with their friends and the parents of their friends more frequently. In adolescence we think that our children are "on their own" with choosing friends. They can get around without us and we often do not know who their school friends are. I find it very gratifying to be able to put faces with the names that my daughter calls when she speaks of her friends and am delighted to have interacted with many of them in a school setting.

Finally, my daughter has lived with her father for the last two years and driving her to school as well as participating in P.T.S.A. activities affords me the opportunity to spend a maximum amount of time with her. School is where she is most of the time (8:30–5:30), and when I am involved in her school, I am involved in a major part of her life.

Mr. LEHMAN. How do you like Duke Ellington?

Ms. KATHRYN STANLEY. I love it.

Mr. LEHMAN. I mean the high school. [Laughter.]

STATEMENT OF KATHRYN V. STANLEY, STUDENT, DUKE ELLINGTON, SCHOOL OF THE ARTS, WASHINGTON, DC

Ms. KATHRYN STANLEY. I have a very brief statement.

My name is Kathryn V. Stanley. I am a 17-year-old junior majoring in voice at the Duke Ellington School of the Arts.

I am deeply honored to be able to come before you today to address the issue of parental support in secondary education, because

I feel that support is the most important role that parents can play for a child who is in high school. I have been blessed because, throughout my school career, I have had parents who have been active and supportive in all of my educational endeavors. However, this support has meant the most to me during my 3 years at Ellington.

Being a student of the arts means dedication, determination, and extra hard work. It means getting home at all hours of the night, having to be somewhere at the crack of dawn, and constant practice and performance. Without the support of my parents, reaching goals and meeting deadlines might not have been impossible, but they would not have been easy either.

I feel that a lot of parents feel that when their children get to be a certain age, they don't really need them behind them that much. I don't feel that is true. I feel that this is not only true for the students of the arts, but for all students. Without someone behind them and pushing them, it will be difficult for them to be the best they can be. Therefore, their education will be slighted.

I feel that parents should always make themselves available to their children as my mother and father have for me, in order that they feel love and support throughout their lives.

Thank you.

Mr. LEHMAN. I want to thank all the members of the panel for their testimony.

I just have one question for Dan Merenda. When I left the Dade County School Board to come up here, I served my first 4 years here on the Education and Labor Committee. I well remember Audrey Jackson and Jimmy Frey coming up here and lobbying me from your group with regard to Federal funding. I know that Dade County did use some ESEA money to get their school policy program underway.

I just wonder what role at the present time does Federal funding play in school volunteer programs, and what additional Federal funding would you like to see available for your program?

Mr. MERENDA. Unfortunately, there is very little Federal money available to support parent involvement programs, let alone volunteer programs. In the area of special education and bilingual education, there are discretionary dollars available for support for programs to assist that population, but there is a minimum of any Federal kind of assistance available.

What we would very much like to see is an initiative to support parent involvement programs, to support volunteer programs in public schools. We feel they are cost beneficial. We feel that they are effective in terms of academic achievement. We would appreciate any assistance that your committee or the task force could give on providing some authorization and some legislation to support these programs in States around the country.

Mr. LEHMAN. I think you have answered my question, but would you like to see more funds available than are now available?

Mr. MERENDA. Very much so.

Mr. LEHMAN. Thank you very much.

Mr. Marriott?

Mr. MARRIOTT. Thank you, Mr. Chairman.

I have just a few questions for our witnesses. Maybe all could answer them briefly. The first question has to do with single parents. We have had a tremendous increase in divorce, and I know there are a lot of single-parent households today where the mothers are faced with the job of working and also being a parent and a homemaker and a volunteer at the same time. Is this having an influence on voluntarism? Is it cutting down on voluntarism? How do you deal with the parent who wants to volunteer and yet has to work all day, gets home late, and has responsibilities there. We need to get those people involved as volunteers as well, not just the homemaker. How is that done and what is happening in that direction?

Ms. McKENZIE. I think that the increasing number of single parents are, of course, causing undue hardship, particularly on women. However, I think the total community must reach out and help. Sometimes if we are not careful, we will have lowered expectations for young people because we say they come from single-parent homes. But I don't think that we can succumb to that. Children are not responsible for the marital status of their parents.

As Mrs. Stanley indicated, sometimes when there is a separation in the home, both parents even work harder to be involved. And surprisingly we found that 47 percent of our volunteers were men. So it is not just women volunteering. We are pushing for that, and particularly in our elementary schools where the majority of teachers are women.

So, it is a problem and we—if you note, I indicated that some of our work with parents occurs on weekends when parents are more available, and sometimes in the evenings when they are available. Then we recognize that sometimes when parents have to support that home, they are not going to be able to come in and volunteer and, therefore, we call on Federal employees, District employees, and private-sector people to come in and pick up that slack. We would just hope that sometimes within the Federal sector that employees would be released. Some of them have to make up the time at work. But I think that volunteering and supporting young people throughout this country is important enough for the employee to have release time to do that.

In visiting Japan, I found out that each month an employee is given a day to spend in school with his or her child. I believe that this country needs to look at it differently, because we cannot have excellent education——

Mr. LEHMAN. With or without pay?

Ms. McKENZIE. They get paid there.

I think that employees who understand that the employer is interested in the future of the city, the future of the country, and makes that contribution, you probably have a better employee. We might not be able to go that far, but I think we need to look at that. A number of Federal agencies have adopted schools and are doing a wonderful job, but the employees need some more support other than say "Do it."

Mr. MARRIOTT. Excellent.

Gene, do you find the same?

Ms. BERRY. We do.

I would just emphasize that we do many of the same things that they are doing. It is a question of looking at present structures then looking at them differently. For example schools don't have to operate only during the regular school hours we have always had. We look at how can we involve the parents in a different way, and at other times. We don't make them feel uncomfortable if they are single parents or if they are not available during regular hours.

We also try to have programs where we get employers to give parents released time for those parent-teacher conferences and to come over and work in the schools. Many of our shared governance council meetings are at 7 in the morning or in the evenings. We have many parent training programs. One that has involved hundreds of parents in the last several years—hundreds each year—is training parents in how to assist their children in basic skills, math and reading. They come at night right along with their student and learn how to work with their own child.

So we are trying to look at how can we be flexible, how can we change the structures to meet the changing lifestyles and family styles existing today.

Mr. MARRIOTT. Thank you.

I will hold my second question to give other members a chance, and we will come back on the second round.

Mr. LEHMAN. Mrs. Boggs?

Mrs. BOGGS. Thank you, Mr. Chairman.

I thank all of you for participating and giving us such a well-rounded look at the entire spectrum of involvement by parents and other volunteers in the school program.

Mrs. McKenzie, it has been with joy and delight that I have watched your administration in the DC schools. Only a person of your former involvement in community work could recognize the importance of the volunteer and parent involvement in the school system.

I am so pleased you are following in your father's tradition, Ms. Stanley, and that you have such talented children who are following their family's footsteps in the academic and artistic worlds. I congratulate you on your involvement.

Ms. BEATRICE STANLEY. Thank you.

Mrs. BOGGS. The volunteer community could not operate without the qualified and magnificent help of experts such as the two of you.

One of the suggestions that the American Chemical Society, to which I referred, had about education this morning indicated that they were in support of a bill that Congressman McCurdy of Oklahoma has introduced where tax credits could be given to corporations for releasing their people to teach in the science departments of the public schools. Would you like to comment on whether that is a good idea or not?

Ms. MCKENZIE. Just very briefly, yes, I think that is an excellent idea. We have started working with some of the scientific associations in the city to try to upgrade the quality of our instruction in mathematics and science. I think that that would be a very helpful spur. We believe that professional scientists and mathematicians can add a very important flavor to the instruction.

We also became a part of the GTE foundation work in mathematics and science, and we will have eight teachers going to one of their installations to see the applications of mathematics and science. We are also trying to work through with our Federal City Council and Honors Institute in Mathematics and Science, bringing in some of those same professionals. So I think that is a wonderful idea.

Mrs. BOGGS. Would you like to comment on it, Doctor?

Mr. MERENDA. On that particular piece of legislation, I would lend support. But what I am concerned about is, what about tax breaks for the parents who are out there providing their time and effort—not so much concern for the corporate community but concern for the individual family. Now if someone is driving 20 miles a day to provide volunteer services, why is it not possible for them to get the 20-cent-a-mile deduction that people in the business community get for doing their work?

What we are suggesting here is that it is a public responsibility, the education of children in America. The corporate community is a part of that. I am not sure that, of the many areas where legislation could be of assistance, a corporate tax break for release time is one that the National School Volunteer Program would place high priority on.

Mrs. BOGGS. As you know, there are bills pending, many of which I have been a cosponsor of for years, to give a break to parents and other volunteers through a tax credit instead of a tax deduction, because, of course, many of them have difficulty in affording their volunteer time. It would be an opportunity to at least repay them in some way for the time that they have spent so they can, as you say, afford the transportation, their meals, and also to compensate them for their time.

Ms. MCKENZIE. I would just like to interject.

There is some reason for us to consider some personal sacrifice for our future and for young people. The one reason that I support a tax break for a corporation that would give an employee, possibly a high-paid employee, the time to work, to inspire and to become a part of a team at a local school is because that corporation actually loses real money.

However, I think that scientists—and many of them do. We have the MetCom Association, black engineers who are giving of their own personal time. But it is a catch-22. There are accounting problems with it. But first I think that we in this country need to make personal sacrifices.

Mr. LEHMAN. We are going to have to go vote. When we get back, there may be one or two quick questions, and then we will go to the next panel.

The meeting will stand in recess.

[Recess.]

Mr. LEHMAN. The Committee on Children, Youth, and Families will begin.

Can we have the second panel now with Dr. Comer, Dr. Espinoza and Dr. Epstein?

Dr. Comer has to leave at noon, so I would like to have him make his statement, and then he can be excused.

STATEMENT OF JAMES P. COMER, M.D., MAURICE FALK PROFESSOR OF CHILD PSYCHIATRY, YALE UNIVERSITY CHILD STUDY CENTER, AND ASSOCIATE DEAN, YALE UNIVERSITY MEDICAL SCHOOL, NEW HAVEN, CT

Dr. COMER. Mr. Chairman, I would like to thank you for the opportunity to present my ideas and experiences with parent involvement in schools.

I am Dr. James Comer. I am a child psychiatrist at the child study center at the Yale Medical School. My interest has been in prevention and trying to avoid psychological problems with children through work in schools. In that regard, I have directed a program in the inner city schools of New Haven for the past 16 years.

You have my written statement, so I would like to summarize the comments.

There is disagreement among researchers about the value of parental involvement. On the other hand, I am convinced that parental involvement is very important and very necessary. Yet, even among those who believe the same, there is concern about how you get parents involved.

I would like to start with why I think it is important and present some of the theory behind why it is important, which also suggests the ways that you can get parents involved.

Times have changed dramatically since the 1940's. Before the 1940's, we lived in communities that had natural support systems for education and child development. The authority figures, parents, teachers, administrators, and others, interacted with each other and reinforced each other in very natural ways. There was a sense of community. Parents, teachers and administrators were the source of all truth for children, truth or information. There was a consensus of values and attitudes about what was right, wrong, good, bad, and so forth.

Because of this, these authority figures were able to promote desirable behavior in the part of children and motivate many children for learning. Also, prior to the 1940's, if you didn't do well in school, you could always quit and go out and take a job and you could support yourself and your family and feel good about yourself because you were able to do that. And your chances of being a contributing member of the society were greater when this was possible.

This has been much less so since the 1940's. Today's society requires people with good social skills and good academic skills in order to participate in the workplace.

But since the 1940's, automobiles, roads, suburbs, and television or technological changes have greatly decreased the natural interaction between parents and other authority figures in the school. It has also decreased the sense of community that once existed. Television and high mobility have become a source of information to children that didn't exist prior to the 1940's. There is also a decreased consensus about what is right, wrong, good and bad, and there is an increase in the behavior options children have as a result of technological change. Yet, children are no more mature today than they were before the 1940's, in fact, they need more adults in their lives with good relationships with them to help

them cope with the complexities of today's age. Yet, many of the teachers, people in the school system, and other authority figures are actually strangers in the lives of children, sometimes even enemies when there are great social distances between the home and the school.

Parents in school can make a difference, primarily in the school, but also in support for long-run educational efforts on the part of their children. The school, unfortunately, is still organized across the country in hierarchical authoritarian ways, which makes it very difficult to bring parents and others into the decisionmaking or to participate in the life of the school.

I am going to describe very briefly our school program in which we brought parents in and made a difference, and also changed the organization and management of the school.

Our mental health team from the Yale Child Study Center, made up of four people, which I directed, went into two of the lowest-achieving schools in the city of New Haven. They were 32d and 33d in achievement out of 33 schools. There were severe behavior problems, and there was very poor attendance on the part of children. Ninety-nine percent of the children were black, and over 50 percent were from families receiving aid for dependent children, and even more were single-parent families, and almost all were poor.

What we did was to establish a governance and management group at the building levels. Parents were selected to serve on the governance and management group by other parents or the parent group, teachers by other teachers, aides by other aides, and so on, and this was led by the principal.

This group identified the problems and opportunities in the school, looked for the resources that were available, first in school and then outside, implemented programs to address the problems we saw in the school, evaulated those programs and modified the programs to meet the needs of the particular school. Our social worker serving on that body introduced, and allowed everyone working on these problems to apply, child development and relationship knowledge and skill to every aspect of the school program.

With this arrangement, we were able to restore the communication, the trust, and the support that existed in a very natural way in the pre-1940's school. Much of the distrust, alienation, and energy that went into conflict was decreased, and that energy was then available to the school program.

We developed a parent program in which one parent was in each classroom on a part-time basis. They were paid minimum wages, but they volunteered much more time than they were paid for. This group of people, who were primarily people on public welfare, formed the core of the parent group. They invited 1 or 2 other people, and that represented 30 or so parents who were the parent group within the school. This group developed activities to support the school, especially to develop a social climate within the school, or a climate of interaction between parents, teachers, and students which supported learning. They selected their member to serve on the governance and management group.

With the amount of trust that this generated within the school and also within the community, there was a large turnout of parents to activities for the school. We went from having 25 to 30 par-

ents turn out for activities like the Christmas program to having 250 to 300 parents turn out in the same school. On one occasion, over 400 parents, teachers, and friends turned out for activities within the school.

As the children began to improve in their performance, it became clear that these low-income children could achieve as well as children from middle-income families and better educated families. We realized that the only difference between these children and others was that many of the middle-income children developed skills at home that low-income children could not develop at home.

So we developed a program called the social skills curriculum for inner city children in which we integrated the teaching of basic academic skills with the teaching of the arts and specific social skills. We developed units in which the children would need skills as adults to function successfully as adults in the society. We developed a unit in politics and government, one in business, one in health and nutrition, and one in leisure and spiritual time.

The result of this program was that the children could see how important both the skills they developed, academic and social, were to function in school, and it made the basic skills all the more important to learn. The other thing was that the basic social skills were developed and an appreciation for the arts were developed within this program. This improved the behavior of the children. The children went from being 19 and 18 months behind in achievement to grade level in achievement and above. The attendance at King School has been first, second and first over the last 3 years, and we haven't had a serious behavior problem in the schools we have been involved in in over a decade. We are now moving this program to other schools within New Haven and to other schools within the State.

The parents benefited from the program as well. As many as eight parents we know of returned to high school, finished college, and are now professional people in the community. Many other parents who had been on public welfare indicated that the confidence and skills they gained allowed them to go out and take jobs they didn't think they would be able to hold prior to involvement in the program.

We were able to avoid many of the obstacles to parents' involvement by having our mental health team work with parents and train parents in a way that they were able to function successfully within the school setting. We focused the program on parental strengths rather than weaknesses, and that permitted them to function well.

I would like to close my statement with a personal vignette that speaks to the importance of parental participation in schools. I am from a low-income family, and we lived on the fringe of the highest social economic community in our city, and we went to that school. I had three buddies from my neighborhood who went off to school with me. One died early from alcoholism, the other spent most of his life in and out of mental institutions, and the other spent a significant amount of his life in prison. In a real sense, I was the only survivor from that neighborhood.

Mr. LEHMAN. You spent yours in an institution, too. [Laughter.]

Dr. COMER. Right. Another kind.

These experiences represent many of our social problems within cur society, including many race relations problems. These youngsters were bright and able, and their experience represents a tremendous loss to our society. These could have been constructive, contributing people within the society. The only difference between me and my buddies was that I had parents who were able to pass on social skills which made it possible for me to be successful in school, and also my parents could go into schools and interact with school staff in a way in which, when they left, things were better off for me than they were before they came in.

I think that our program in the schools was based on some of that experience. What we did was to try to make the staff advocates for children where the parents were not able to be advocates for their own children. We also brought parents in so that many were able eventually to be advocates for their children and were able to aid and support the children for education in the long run and also the short run.

My greatest reward was last week having an opportunity to write a letter of recommendation for medical school for a young Yale student who started out in our school program a number of years ago.

Thank you.

[Prepared statement of James P. Comer, M.D., follows:]

PREPARED STATEMENT OF JAMES P. COMER, M.D., PROFESSOR OF PSYCHIATRY, YALE CHILD STUDY CENTER, ASSOCIATE DEAN, YALE MEDICAL SCHOOL

For the past 15 to 20 years, a number of people have been calling for greater parental involvement in education. Educators disagree on the value of such a policy. And even the most ardent supporters of greater parental involvement acknowledge that it is often difficult to get parents involved, particularly parents of the children least successful in school. On the basis of my 16 years of work in elementary schools serving low income Black families in New Haven, Connecticut, I am convinced that parents represent a critically important education resource and that they can be successfully involved in schools in significant numbers; with major benefits for school staff, children and the parents themselves. I will briefly describe this work and the outcomes.

In 1968, our Yale Child Study Center team (a child psychiatrist, social worker, psychologist, special education teacher) initiated a collaborative program of school intervention and prevention of social and psychological problems with the New Haven School System in two of the lowest social and academic achieving elementary schools in the city, Martin Luther King, Jr., kindergarten-4th grade school of approximately 300 students and the kindergarten-6th grade Baldwin School with approximately 350 students. Eventually the Baldwin School was phased out and closed and the program was initiated in the kindergarten-grade 5 Brennan School, also serving a low income population, in 1977. In 1983, with no significant change in the socio-economic level of either school, the children at King and Brennan were at grade level, based on median score, on the Iowa Test of Basic Skills. Neither school had a serious behavior problem. King School has been 1st, 2nd and 1st in attendance in the city over the past three years, ahead of all the middle income schools. The program of parental involvement contributed significantly to these improved social and academic performances.

At the beginning of the program we theorized that technological changes which permitted school staff to live long distances from the building in which they work decreased the amount of casual and natural, but crucial, interaction between parents and school staff. The increased amount of visual information (television) children received decreased the trust and consensus about goals and methods which once existed between home and school. This decreased the ability of school staff to serve as trusted and respected parent surrogates, able to support positive student social and academic performance. In addition, social and economic conditions made it less possible for children who where under prepared for school to eventually quit. Their reaction to school failure made school life difficult for all.

The strategy which evolved in our work was to create a governance and management body at the building level which was made up of parents selected by a parent group, teachers selected by the teaching staff, the social worker from our Child Study Center team who was knowledgeable about child development and relationship issues, and the group was led by the school principal. The group was advisory to the principal. But, in fact, it engaged in school management activities—identifying problems and opportunities in the academic, social climate and staff development areas; developing resources to address them, evaluating the outcome and modifying the school program as indicated. In effect, the interaction, trust and mutual respect which existed in a natural way in the pre-World War II school, was restored through the representativeness and the collaborative work of the governance and management body at the building level.

Until 1975 the work of the parents was voluntary. The presence of parents in the school helped decrease student behavior problems, motivated higher academic performance and promoted school staff accountability through cooperative planning as opposed to the often counterproductive confrontation or even systematic observation by parent groups. Because of the value of parent participation, we eventually systematized and institutionalized the work of the parents. One parent assistant was paid minimum wages to work half time in each classroom. In addition to assisting with academic activities in the classroom, these parents served as the core of a parent group which developed a program to help themselves and other parents understand and support the education of their children in school and at home and to create a desirable spirit and climate of relationship between parents, staff and students in school. This group elected the parents who served on the governance and management body of the school.

Eventually, the governance and management body determined that the most problematic difference between the low income students in the King and Brennan Schools and students from middle income backgrounds elsewhere was that the latter developed knowledge and skills at home which were often unavailable to the former. Out of this thinking grew a program designed to integrate the teaching of basic academic information, mainstream social skills and the arts. This program was organized around units representing areas of activity in which children will need skills to be successful as adults—politics and government, business, health and nutrition, leisure and spiritual time. These projects—developed in former free and elective time so as not to decrease the time for basic academic skill teaching—gave an immediacy to the need to acquire basic social and academic skills. They increased student self-confidence and coping skills. Parents worked with school staff in conceptualizing and implementing these projects.

The active role of a core group of 30–40 parents and the decision-making power of their 3 or 4 representatives made the school a place of trust and hope throughout the community it served. As a result, attendance at special events such as the Christmas program went from 15 to 20 before the school intervention to 250, once as many as 400 parents, friends and relatives. The improved spirit and climate of relationships permitted staff to better address the needs of children with special learning and behavior problems, further decreasing disruptions. It allowed the staff to spend more time on the academic tasks and less on behavior problems. It permitted higher staff, student and parent aspirations.

To our knowledge, 8 parents involved in the program over the years, some of whom had been depressed and on public welfare prior to their involvement, returned to high school, went on to college and are now professional people. Numerous parents, formerly unemployed, with little confidence and skills, indicated that they developed the confidence and skills through participation in the program to go out and secure and hold jobs they would not have sought before their involvement.

Our program staff facilitated desirable parent-school staff interaction through orientation and support of parent participation in the school. We helped parents acquire the skills to interact with better educated school staff and helped the staff understand interactional problems. We helped parents working in the school learn to manage classroom tasks and carry out meetings in support of their school role. We made certain that they were asked to participate in activities which were in their areas of strength, as opposed to weaknesses. And finally, parents graduated from the program when their children graduated so that we always had a group of parents with a vested interest in the success of the school. Their school job never became more important than school effectiveness.

Many efforts to involve parents in school programs do not take many of the issues described above into consideration. I believe that the application of child development and relationship issues to school based management—with well designed programs of parent participation—will allow us to tap and fully utilize parents as a

resource for improving schools. Such programs can be useful for schools serving children of every socio-economic level. They can be particularly useful for schools serving lower socio-economic children.

Mr. LEHMAN. Thank you very much.

We have some questions, but to save some time, we will give them to you and you can submit them for the record.

Dr. COMER. OK. Thank you.

Mr. LEHMAN. Thank you for being with us.

At this time, we will hear from Dr. Espinoza.

STATEMENT OF RENATO ESPINOZA, PH.D., SENIOR RESEARCHER, WORKING PARENTS PROJECT, DIVISION OF FAMILY, SCHOOL AND COMMUNITY STUDIES, SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY, AUSTIN, TX

Mr. ESPINOZA. Thank you, Mr. Chairman. Ladies and gentlemen, it is a pleasure to be here.

I represent the working parents project of the Southwest Educational Development Laboratory in Austin, TX. We are funded by the National Institute of Education to conduct research and develop programs in the area of work and family life, and in particular in the education and care of school children.

The testimony that I will present today is based on our own research and on programs that we have been able to identify in the six-State region that the Southwest Educational Development Laboratory serves.

Although our project is called the working parents project. I would like to start with a disclaimer. We realize that all parents are working parents. Actually, what we refer to as working parents would be better referred to as employed parents because the research that we conducted was of families in which parents were employed full-time. We had a sample of parents who were dual earners and a sample of single-parent families.

Half of the mothers were employed by the telephone company—and the other half by local banks. These were clerical jobs that did not require more than high school education. Our study concentrated on the families rather than on working mothers as such, and it included a sample of Black, Anglo, and Mexican-American families from the Austin community. We concentrated on looking at some workplace policies as they affected family life, and in particular the ability and availability of working parents to become involved in the education of their children.

One of the important aspects of the workplace which we have identified we referred to as the short-term leave policies. What we found was that the two types of workplaces that we studied had a very contrasting approach to the ways in which they managed the ability of their employees to leave, or to come to work a bit late, or to take a few hours during the day.

The phone company can be characterized as having a very rigid way of handling short-term leaves; while the banks, on the other hand, were much more flexible. During our interviews, we tried to determine which parent had undertaken the major responsibility for maintaining contact with their children's school, with their teachers and education, and what was the level of that involvement. We found that some parents were very deeply involved,

going to visit the schools, and others had a very basic understanding of what was happening in the schools, most of it through reports from their children, and seldom visited or talked with the teachers.

In summary—you have my written testimony—we found that, among dual-earner families, when both the father and the mother work in places that have flexible leave policies, there was a tendency for both of them involved in the education of their children and to have a higher level of involvement. If the mother had a very rigid leave policy in her workplace and the father had a flexible leave policy, the fathers took over the responsibility to maintain contact with the schools. However, in the cases in which both father and mother worked for employers that have rigid leave policies, still it was the mothers who somehow found the time and made the sacrifices to maintain contact with the schools.

So it is clear that, to some extent, even though these were families in which both parents worked full-time, they still adhered to the old-fashioned rule that children and child care and the schools are the business of the mother and not of the father.

Among single-parent families, in which there was no husband to supplement or complement the mother's efforts, involvement was still very high, but at a greater sacrifice in terms of other activities for the family. What we found, which is the most important thing, is that he rigidity of the workplace policies is not the only barrier. Many women who worked for banks in which they had relative flexibility, where they were able to go to their supervisors and request a few hours off and they could make them up by working overtime later or using comp time, they did not request this time off for school involvement. There seems to be an unwritten norm in the workplace that taking time off for your children's education is something that is not allowed, and that your coworkers may frown upon it, that this flexibility should be left for true minor emergencies. If the child had an accident in the school and needed to be taken to the doctor or something of that nature, then it could be used.

So we feel that it is here where we can do something to increase the availability of working parents to become involved, if we are able to change this workplace culture, if we are able to get corporations to make a public affirmation of the importance of education and of the importance of their employees becoming involved in the education of their children, and follow up this affirmation with provisions in their leave policies—which will have to be adapted to the conditions of the different employers—but, in a sense make it easier for parents to be able to accommodate the needs that their school-age children have for them to be present, to attend parent-teacher conferences, and to attend school events, performances that take place only once and, if they miss it, that is it. It is very important for parents to be there, as well as for children.

We feel that also schools need to adapt themselves to this new reality of the working parents, parents who work full-time and who do not have the same amount of available time during the day, to become involved either as volunteers or in other roles in the schools.

38-386 O—84——5

What we are proposing, what we call the Employer-Supported Parental Involvement in School Program, would require employers to make first an affirmative statement of support; second, to provide some form of flexibility, whether it is the already existing leave policy or a new leave policy, that would be designated for parental involvement in schools; to provide places in the workplace where schools can post calendars, notices of upcoming events, where employees can put newsletters from their own schools—in other words, to make information about the schools and education more available in the workplace—and finally, to provide space and time for parents who are employees to be able to attend short ½-hour noontime seminars that could be provided by school district personnel on important issues such as how to prepare for a parent-teacher conference, how to prepare children for testing, what are the options for vocational education in the schools, how can an after-school care program be started, and so forth.

All of these measures would require a greater flexibility not only on the part of the employers, but also on the part of the schools.

What we propose is to release the barriers that at this point prevent many working parents from participating in the education of their children. This is something that is already being realized by employers. In Austin, we have a very successful Adopt-a-School Program.

However, although there is a range of activities that different businesses are conducting in the schools that they adopt, none of them so far have adopted a more flexible leave policy to allow their employees to become involved in their own children's education. They may involve their workers in a program in a given school. However, not all of the employee's children attend that particular school.

In the Southwest Educational Development Laboratory, we are also concerned about ways in which we can train teachers to work better with parents. With that goal in mind, we have conducted a series of surveys of teachers, parents, principals, school board members, Department of Education officials and teacher trainers to determine what are the ways in which a curriculum model can be devised that could be implemented in teacher education institutions.

Finally, we also have another project in which we are trying to establish another form of business-school collaboration to accomplish the transfer of technology from the private sector to the schools in the areas of management and staff development.

Thank you.

[Prepared statement of Renato Espinoza follows:]

PREPARED STATEMENT OF RENATO ESPINOZA, PH.D., SENIOR RESEARCHER, NANCY NARON, M.A., RESEARCH SPECIALIST, DIVISION OF FAMILY, SCHOOL, AND COMMUNITY STUDIES, SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY, AUSTIN, TX

A. INTRODUCTION

The Working Parents Project (WPP), funded by the National Institute of Education, has as its current goal to develop a program and supporting materials designed to promote collaboration, throughout the SEDL region, between employers and schools to facilitate and increase single and working parents' involvement in the schools. The WPP is developing forms of employer-schools collaboration that are suggested by research as being potentially useful and those that have been found to serve the special needs of working parents and single parents in other communities.

B. RESEARCH BACKGROUND

Research at SEDL, as well as research elsewhere, has identified several needs and concerns that are especially important to dual-earner and single-parent families. Some of those needs are beyond WPP's sphere of influence (e.g., inadequate income, housing, transportation, child support payments, etc.). Other needs, however, can be addressed through changes in policies and practices of two institutions that influence the lives of families and their members on a daily basis: schools and workplaces.

During three cycles of data collection from 1981 through 1983, 30 dual-earner and 30 single-parent families were interviewed in-depth by WPP staff to determine how work and family life were interrelated in a sample of Anglo, Black, and Mexican American families. Half of the women in the sample worked in clerical jobs for the local telephone company and half worked in clerical jobs in local banks. All the families interviewed had at least one child in elementary school. The research identified some workplace policies and practices that had an effect on the availability of working parents to become involved in the education of their elementary school age children. Other aspects of family life were also explored, including alternative child care arrangements, for the 119 dependent children, allocation of household responsibilities, the nature of the relationships of families with their own relatives and friends, and parenting styles.

While conducting this research, the WPP was also seeking out individuals, programs, and agencies within SEDL's region that were actively working to meet the needs of working parents and their children. A regional mini-conference sponsored by the WPP during the fall of 1983 brought together a cross-section of family researchers, service providers, and advocates (see Proceedings from Invited Conference, December 1983). Conference participants were selected on the basis of their expertise in programs designed to meet the most important needs and concerns identified during the interviews with WPP's sample of dual-earner and single-parent families.

Information from the dual- and single-earner family interviews, from the conference of workers in the field, and from other agencies and programs, all pointed clearly to one need that held promise of being approached through local collaborations: expansion of opportunities for working parents' involvement in the schools. In addition, few efforts have been directed toward changing workplace policies that affect parental involvement in children's schooling.

C. EMPLOYMENT RELATED BARRIERS TO PARENTAL INVOLVEMENT IN SCHOOL

The research conducted by the Working Parents Project with the sample of dual-earner and single-parent families, provided some indications about some effects of rigidity in short-term leave policies on the involvement of working parents in the schooling of their children. The leave policies in effect for the women in the sample varied in some significant ways. The women were all employees of the phone company or one of five different large banks. The men who were included in the sample as spouses of the selected sample of women, represented almost as many different employers as there were men.

The phone company can be characterized as having a rigid short-term leave policy. In effect, there was no short-term leave. Tardiness of more than a few minutes was not allowed, so in those cases workers simply missed a whole day, which was then counted as an unexcused absence. The smallest length of time that a worker could take off was a whole day. Workers could have up to three "unexcused, unpaid leave days" in a calendar year. Days of absence exceeding that maximum number were recorded in the workers' files and could constitute a cause for dismissal. There was no accrued sick leave. Rather, a sick worker is defined as being "disabled" and was required to submit a doctor's certificate in order not to be penalized.

Paid vacations were generous, especially for those with many years of seniority. However, such leave had to be taken in blocks of a week or more. The choice of dates for accrued vacation was determined by order of seniority in a given job classification for a particular unit or department.

In addition to scheduled vacation times, seasonal cycles often resulted in a low volume of work. During those periods, supervisors could offer days off without pay (and also without penalty) to one or more employees. Again, seniority was used to determine priority for the option to take those days off. Several married women in the sample, having relatively high total family income, often took advantage of those extra unpaid leave days. Although not scheduled in advance, these days could be used to run errands, rest, and (in some cases) visit their children's schools.

An additional special feature of phone company policies was the irregular weekly schedule for telephone operators. Their days off were determined a week in advance in a seemingly random pattern and on a variable schedule. Women in the sample who were operators reported difficulties in planning for family festivities and other special occasions, since they did not know in advance when they would be off. In some cases, they could get another worker to trade days off in order to accommodate family needs. Finally, some of the operators worked evening and split shifts. The choice of shifts was also determined by seniority, and most operators in the sample were in positions to choose the shifts that they wanted to work.

Banks, although they varied somewhat, could be characterized as having flexible leave policies for most jobs held by the women in the sample. Only four of the dual-earner bank mothers and one of the single (divorced) bank mothers reported rigid leave policies. In the banks, short-term leave was largely at the discretion of the employee's supervisor. Most of the women reported having good relations with their supervisors; therefore, access to this type of leave did not seem to be a problem. The leave policies for men in the dual-earner sample varied somewhat, but a majority (19 out of 30) reported being able to take short leaves that had not been scheduled in advance.

An attempt was made to determine if there were any relationships between flexibility/rigidity of short-term leave policies, the allocation of responsibility for school involvement, and the relative level of that involvement. Based on reports by respondents, it was possible (1) to classify each family in terms of which parent was responsible for monitoring the children's schooling and (2) to judge the relative intensity of that involvement.

Among dual-earner families, couples in which both parents had jobs with flexible leave policies tended to be more involved in the schooling of their children. This involvement generally took the form of more visits to the schools, frequent attendance by both parents of regularly scheduled parent-teacher conferences, going along on field trips, helping out in special projects, more frequent attendance of school events in which their children were involved, more frequent attendance of whole-school functions such as PTA meetings, and more frequent personal and telephone non-crisis contacts with teachers.

Dual-earner families in which fathers had undertaken the responsibility for maintaining contact with the schools were characterized by the fact fathers were those who had jobs with flexible leave policies while the mothers had jobs with rigid leave policies. Among those couples in which both parents had jobs with rigid leave policies, it was the mothers who assumed the responsibility for involvement in the education of their children.

Among the mothers in single-parent families, who did not have husbands to supplement or complement the tasks involved in keeping up with children's education, many had to make great sacrifices to be able to do it. Those working in jobs characterized by rigid leave policies had to take time away from other family needs in order to be involved in their children's education.

Unexpectedly, the research data showed that many mothers who had flexible leave policies reported that they seldom took advantage of such flexibility for school involvement purposes. These types of leave were characterized as informal arrangements in which employee and supervisor agreed on a method for repayment of the work time missed. This usually involved either working longer hours within the week with no overtime pay, or taking other forms of leave that were accrued in hour units and could be used in hour units.

For the bank employees, WPP interviews indicated that there appeared to be a hierarchy of acceptable reasons/excuses for them to use unscheduled short-term absences. Included among such absences were coming in late, leaving earlier, or taking two or three hours in the middle of the day. These types of short-term absences, unlike vacation leave, were not normally scheduled well in advance. They are also treated as different from sick or disability leave, which is unscheduled but of undetermined duration.

Although no respondents reported that supervisors kept special accountings of child or family related leave requests, several indicated that only true "minor emergencies" regarding their children were ever used to justify short-term leaves. Problems with babysitters, minor school or day care accidents, and sudden minor child illnesses all qualified for these types of short-term leave. Some respondents indicated that taking time to attend a school function would not be considered by co-workers to be legitimate reason. The importance of the groups' judgment of reasons for leaves may have been related to the importance of certain time deadlines and cycles of banking operations, in which the absence of a worker had to be absorbed by the rest, resulting in additional work for the group. An unwritten rule of equity seemed

to be operating at the banks that dictated that school involvement during regular working hours would be frowned upon by co-workers and may be deemed unacceptable by supervisors.

It is this "workplace culture," regulated by both formal and informal norms and rules, where the WPP staff believes change can take place that could result in greater participation in schools on the part of working parents, both fathers and mothers, and for employees at all levels of the corporate ladder.

D. WPP STRATEGIES FOR INCREASING PARENTAL INVOLVEMENT IN SCHOOLS

The public affirmation of the social value of parents becoming more closely involved in the education of their children is the cornerstone of the WPP's strategy for implementation of changes suggested by these research findings. There is sufficient empirical evidence supporting the critical role that involved parents can have in the overall achievement of children. Research on effective schools has documented the importance of strong parental and community involvement as key elements that can make schools more effective.

Active support of schools by the private sector, business, and employers can take many forms. Some are based on the transference of tangible goods, including not only what a business produces, but also money and certain services. A good example of one type of business/school collaboration is being developed at SEDL by its Ways to Improve Schools and Education (WISE) Project (Executive Summary of Annual Report, December 1983). It involves setting up business-school collaboration to help meet school staff development needs. Project WPP recommends that another type of business-school collaborative effort be initiated which would impact the educational attainment of children by helping working parents become more involved in the education of their children.

1. The role of employers

The role that is envisioned for employers by WPP staff is the adoption, as part of the formal, public corporate policy and image, of an active affirmation of the value for society of a better educated new generation. If employers not only facilitate, but actually actively promote the involvement of their employees in the education of their children, they would be accomplishing a massive transference of social energy to the educational enterprise. The bulk of that energy is provided by the parents themselves, who have the primary vested interest in the educational success of their children. The role of the employer is to provide the initial push, to remove some barriers that currently may restrain the universal interest that working parents have in providing their children with maximum educational advantages.

For businesses, those children must be perceived as future workers who will continue to produce goods and services and as future consumers of those same goods and services.

In addition to these long-term considerations, it is important to note that there are benefits in a trend toward an increasing humanization of the workplace, where workers can expect to be treated more as persons than as expendable human resources. The affirmation of the value of children's education in general, and of the children of employees in particular, would let employees know that the employers care for them and their families and should have a positive effect on the overall level of satisfaction of workers and on their morale and productivity.

2. The role of schools

SEDL's Parent Involvement in Education Project (PIEP) has gathered evidence (Executive Summary of Annual Report, December 1983) that school personnel, including teachers, principals and other administrators, value parental participation. It is not always clear, however, that specific practices and policies of the schools actually encourage participation and support on the part of parents. Most teachers and school administrators have not received, as part of their formal education, specialized training to prepare them for successful implementation of parental participation policies and practices.

The strategy that WPP is recommending requires a true two-way collaborative effort between employers and schools. The strategy would require from the school partners a concerted effort to provide information about regularly scheduled activities, such as holidays, inservice training days, achievement testing periods, and parent-teacher conference periods, to their business-sector partners.

It would also require a greater awareness by school personnel of the limitations of those parents who work full-time during the day, so that at least some school activities, both at the classroom level and at the school-wide level, are scheduled in a

more balanced fashion between day and evening hours. Such rearrangements of schedules would increase the likelihood that working parents, with assistance from their employers, could take part in school events.

Finally, their effort would require schools to provide some limited forms of outreach activities, most of an informational nature, directed to the participating workplaces. It is likely that there would be some practical limitations in the capacity of individual schools' personnel to provide this outreach. For many school districts, however, it is becoming more and more common, as a permanent "public relations" effort, to undertake public information activities directed not only at the parents, but also at the private sector and other community organizations. This is especially the case of large, urban school districts that can afford specialized personnel to carry out these functions. WPP refers to this recommended collaborative effort as the Employer-Supported Parental Involvement in School Program (ESPIS).

E. EMPLOYER-SUPPORTED PARENTAL INVOLVEMENT IN SCHOOL PROGRAM (ESPIS)

The initiative to implement this collaborative effort within a given corporation or business may come from within the corporation, either from management units, such as personnel or public relations departments, or from employee organizations, such as labor unions, human relations committees, or other employee groups. The initiative could also originate from a specific school or a school district and be presented to a corporation either through management or through employee organizations. Finally, the ESPIS program could be initiated by an independent third party, such as chambers of commerce, civic organizations, Parent Teacher Associations or Parent Teacher Student Associations, city-wide council of PTAs, or an educational agency, such as SEDL's Working Parents Project. Regardless of where the initiative comes from, or how it is transmitted, successful adoption and implementation will require the concurrence and active support from individuals within all the organizations.

1. Business/corporate program component

WPP suggests a number of alternative measures that represent various levels of corporate commitment and support, with corresponding levels of expenditure of corporate time and resources.

The following are some of the recommended program measures that could be implemented, in addition to the adoption of an official "Corporate Statement of Support for Employee/Parental School Involvement." This statement should be issued by the highest authority, making explicit the rationale for encouraging employees to become more involved in the education of their children.

The alternative measures include:

(a) Encouraging the use of already existing leave mechanisms for parental involvement in the education of children.

(b) An alternative strategy is the provision of a new policy of matching, hour for hour, existing short-term, hourly leave provisions, provided that such leave is requested by employees in advance and for school involvement purposes. This policy could establish a maximum number of hours per calendar (or school) year to be matched for each employee.

(c) Another alternative is establishment of a special form of short-term leave, to be designated for school involvement purposes, and to be requested and granted following established procedures, not to exceed a set number of hours per calendar year.

(d) Distribution of the Corporate Statement to employees through regular formal information channels.

(e) Issuance of a press release to announce adoption of the Corporate Statement.

(f) Provision of space on a bulletin board(s) or regular space in internal newsletters or other information channels to be used to publicize information about educational issues, school activities, or other education-related items of interest to parents. The information may be furnished by employees themselves, or it may be received from liaison persons in the schools, school districts, PTAs, etc.

(g) Provision of access to and suitable space to conduct informational or training activities for employees, using speakers, leaders, or trainers who are provided to the corporation by schools, school districts, voluntary organizations, or any other appropriate community agency.

(h) Provision of access to corporate facilities and resources, including either a special fund for these activities or use of corporate training mechanisms, to support training and information activities specified under the collaboration program.

(i) Provision of facilities for the operation, on the work site, of special purpose groups of employees, such as Social Support Groups of Single Parents.

2. School program component

As described for the case of the business component, the intitiative for a collaborative arrangement, irrespective of where it originates, would require that the appropriate decision-making bodies within each organization act on it. Depending on the scope of the activities to be carried out, approval of the program may require that it be sanctioned by the school district's board. Although this approval might take some time, it would represent a more powerful incentive to all the people involved and it would stimulate administrators to expedite the necessary actions that are required to successfully implement the program at the classroom level.

Some school districts might find that their governing boards have already approved policies and/or mechanisms to increase support from the community, including the business community. In that case, implementation of the ESPIS Program may proceed more quickly and may require only a concerted effort to be communicated to the public at large.

Publicity about this particular kind of school-business activity can generate community-wide support for the educational enterprise, increase community cohesiveness, and increase the chances that the general public, as taxpayers, will be willing to bear the cost of education in general.

In order to carry out its part of the collaborative effort, the school districts may designate a person or office to act as liaison with the participating businesses.

The following are some of the possible program components that would be the responsibility of the liaison person or office:

(a) To maintain regular contact with school principals and other school officials to gather necessary information about educational activities.

(b) To provide participating businesses information about system-wide activities, such as the official school calendar, announcements of special events, and about special events that will take place in individual schools. The format can be a newsletter suitable for posting in specially designated areas in the workplaces.

(c) To identify within the school district resource persons and materials that can be used for outreach activities.

(d) To identify resources outside the school district, such as local community programs, voluntary organizations, professional organizations, Educational Service Centers, colleges of education, education research and development agencies, etc.

(e) To prepare a program of self-contained, short (one hour or less) outreach activities that can be carried out at workplaces (e.g., "brown bag seminars" to be held during the lunch hour or at other suitable times). Topics that have been used in other programs and that are supported by specific comments made by respondents in the WPP research with dual-earner and single-parent families include:

(1) preparation for parent-teacher conferences,
(2) parental involvement options for working parents,
(3) helping with homework,
(4) developing good home study habits,
(5) relating to children (i.e., discipline with support), and
(6) questions and answers about school policies and issues, such as counseling for career choices, vocational education, determination of attendance zones, parental access to school records, transfer policies, school safety, school lunch programs, cross-town transportation, provision of in-school after-school care, gifted and talented programs, summer school programs, etc.

At the present time the WPP staff is refining these recommendations for implementation in the Central Texas area. On the basis of that experience, detailed and practical guidelines will be prepared for dissemination throughout the SEDL region and the nation.

Additional recommendations to school personnel related to parental involvement include:

(1) A well-publicized schedule of events would enable more parents to anticipate as well as participate in school activities. In addition to direct mailings or phone calls, schools can promote periodical listings of activities in local newspapers or neighborhood publications. Some schools publish regular newsletters mailed to all residents of their attendance zone.

Many parents stated that if they knew well in advance, time off could be requested or arrangements made with co-workers and supervisors to be away for a short period. Children often can be somewhat unreliable messengers to the home for school news.

(2) Schools should inform non-custodial parents about their children's educational progress. Furthermore, these parents should be advised about school events. It should be left up to parents and children to decide who can or should attend school functions. Only in extreme cases, such as when a court order applies, should schools prohibit non-custodial parents' access to information held by schools and to contacts with school officials regarding the educational progress of their children. Such an expanded communication policy also can include mailing school grades and other school information to non-custodial parents who do not reside in the same city.

(3) The nature and purpose of homework is something that must be considered seriously by the education community. To the extent that it builds up and reinforces skills acquired during the school day, it may be a necessary part of education. However, educators also must recognize its potential for frustrating parents, who cannot help, and children, who cannot complete assignments.

Although about 40 percent of the single-parent families in our sample reported that sometimes other adults helped their children with homework, this also implies that at least 60 percent do not have any help.

Homework can be a constant source of stress and tension in the family. First, it often calls for parents to constantly monitor children's work on assignments and keep them away from distractions. Second, in addition, to being a drain of energy from exhausted mothers, this monitoring function often turns into an adversarial relationship. It can become a source of strain in relationships that are already restricted to just a few hours a day for working single mothers who must also manage their households. Third, many mothers are ill-equipped to help their children with many homework assignments. Half of our sample had no more than a high school education.

One solution has been implemented by some after-school care programs is the allocation of space, time, and tutors to supervise children who wish to complete their assignments during that period. This frees both parents and children's time at home for recreation, relaxation, or household work.

An alternative solution, implemented by some teachers and schools as an informal policy, is simply not to assign homework to be done over the weekend. With their time already limited, parents and children in dual-earner and single-parent families can allocate weekends for family pursuits of a relaxing nature.

The elimination of homework as a source of family conflict and stress could have a significant impact on the quality of life in single-parent households, and on other family forms as well.

There and other changes in procedures and policies of employers, schools, and other agencies can be of great importance to working parents, in particular, because they allow them greater flexibility to plan not only for the multiple demands arising from their work careers, but also those arising from child care, their children's education, and other family needs. Changes such as those discussed here should be welcomed by other family forms, including those single, childless, or with older children, since these measures could also accommodate their own needs for a satisfying personal life apart from their jobs and careers.

REFERENCES

Espinoza, Renato and Naron, Nancy (December, 1983). *Increasing Supports for Two-Parent and Single Parent Working Families* (Proceedings from an Invited Conference, September 28-29, 1983). Austin, Texas: Southwest Educational Development Laboratory.

King, Al (December, 1983). *Education and Private Sector Collaboration to Help Meet School Staff Development/Inservice Education Needs* (Executive Summary of the 1983 Ways to Improve Schools and Education Project (WISE) Annual Report). Austin, Texas: Southwest Educational Development Laboratory.

Williams, David L., Jr. and Stallworth, John T. (December, 1983). *A Survey of School Administrators and Policy Makers* (Executive Summary of the 1983 Parent Involvement in Education Project (PIEP) Annual Report). Austin, Texas: Southwest Educational Development Laboratory.

Expinoza, Renato and Naron, Nancy (December, 1983). *Work and Family Life Among Anglo, Black and Mexican American Single-Parent Families* (Executive Summary of the 1983 Working Parents Project (WPP) Annual Report). Austin, Texas: Southwest Educational Development Laboratory.

Espinoza, Renato and Mason, Theresa (January, 1983). *Work and Family Life Among Anglo, Black and Mexican American Dual-Earner Families* (Executive Summary of the 1982 Working Parents Project (WPP) Annual Report). Austin, Texas: Southwest Educational Development Laboratory.

BIOGRAPHICAL NOTES

Dr. Renato Espinoza, Senior Researcher of the Working Parents Project, graduated from The University of Chile in Santiago, Chile, with a degree in Psychology in 1964. He did his graduate work at The University of Texas at Austin, where he earned his Ph.D. in Social Psychology in 1971. He has been involved in development of materials and research on parent education and families since 1974. His wife also works full-time while they raise two school-age daughters.

Nancy Naron, Research Specialist, graduated from Louisiana State University at Shrevepost in 1976. She earned her Master of Arts in Clinical Psychology from Trinity University in San Antonio, Texas in 1980. She has been with the Working Parents Project since January of 1983.

Mr. LEHMAN. We have some questions that we will submit for the record, and we will await your response.

Mr. ESPINOZA. Thank you.

Mr. LEHMAN. Mrs. Johnson, would you like to make a statement?

Mrs. JOHNSON. I won't prolong it. I know you have been here. I am sorry, but I was detained in another hearing.

The kinds of things you are talking about are things that concern me very, very much. I think it is important that we realize the problems that families are facing in America now, as well as the nature of the day care problem that we face, are clearly the mirror image of the employment structure that we have established in our society.

I think we have to be much more aggressive in finding ways to alter the structure of the workday and the workweek if we are really going to have an impact on the quality of parenting opportunities, the involvement of parents in education, and the sufficiency of day care opportunities in the future. Having acquired my original training for my current job as a very involved parent in a public school system and facing all the pressures of declining urban resources, I believe wholeheartedly in what you are doing, it makes such a difference with children as well as for parents.

I have enjoyed your testimony. I want you to know I will be distributing your remarks to a group of businessmen in Connecticut I will be meeting with at breakfast tomorrow morning. I will add this to my agenda. I appreciate your being here. Thank you.

Also, I would like to thank you for convening this hearing. It is a subject that we deal with so seldom at the Federal level that we have little opportunity to make a difference.

Mr. LEHMAN. Thank you. You made a very valuable contribution to this task force.

Mr. LEHMAN. Joyce Epstein.

STATEMENT OF JOYCE EPSTEIN, PH.D., DIRECTOR, SCHOOL ORGANIZATION PROGRAM, CENTER FOR SOCIAL ORGANIZATION OF SCHOOLS, THE JOHNS HOPKINS UNIVERSITY, BALTIMORE, MD

Ms. EPSTEIN. Mr. Chairman, I am honored to have been invited to discuss my research on parent involvement and the policy implications of the findings.

It is significant that involving parents in their children's learning has been recognized as necessary and important by the prestigious committees of scholars who contributed to several recent reports on the Nation's schools. The recommendations in their reports reflect the consistent research findings over two decades that

children have an advantage in school when their parents encourage and support their school activities.

However, the reports do not tell which type of parent involvement are most beneficial to students, parents, teachers and schools, nor do they recommend how teachers could involve more parents, particularly parents who would not get involved on their own without leadership from the teacher.

At the Johns Hopkins University Center for Social Organization of Schools, we designed a study to increase the knowledge about the types of parent involvement that teachers use and the effects of those practices on parents and students. We surveyed 3,700 first, third and fifth grade teachers and their principals in 600 schools in 16 districts in Maryland. We interviewed 82 teachers who varied in how much they emphasized parent involvement in learning activities at home, and collected data on the achievements and behaviors of over 2,100 students in these teachers' classrooms.

Let me be clear that, in this study, parent involvement refers to teachers' requests for parents to assist them at home with learning activities related to the children's school work. We studied 14 types of techniques, including asking parents to read to the child or listen to the child read at home, to discuss things at home that concern the school, to play informal learning games with the child, to tutor the child in specific skills, and to enter contracts with teachers to assure that certain assignments will be completed at home.

Let me turn to a few of the research findings that may interest this committee. The details of the research are found in my written statement and in technical reports that are referenced there.

Mr. LEHMAN. Excuse me. Your statement will be included in its entirety in the record.

Ms. EPSTEIN. Yes, I understand that the long statement will be included.

What factors influence teachers to involve parents in learning activities at home?

Two factors influenced teachers in our survey. First, the grade level taught was the most important influence. Teachers of younger students—in this case, grade one—make much more frequent use of parent involvement than teachers of older students in grades three and five. This has been found by others.

Second, parents active at the school lead teachers to use more parent involvement in learning activities at home. When some parents are active at the school, they convey a message to teachers that parents are willing to work to improve the school and its programs. As a result, teachers may be more willing to ask all parents to conduct learning activities at home.

Our data do not support the widespread belief that teachers use parent involvement activities at home only with better educated parents. Some teachers who are leaders in the use of parent involvement techniques are equally likely to use parent involvement with parents who have many or few years of formal schooling. This finding is very important because it indicates that teachers can get all parents involved and help to overcome disadvantages in school that children of less-educated parents may initially have.

What are the effects on parents of teacher practices of parent involvement?

Most parents believe that parent involvement is important, but very few are involved at the school. Despite the large numbers we heard this morning about volunteers in schools in several States, those numbers reflect only a small percentage of parents with children in the schools. Only 4 percent of the parents surveyed in Maryland could be considered highly active at the school. Over 70 percent never helped the teacher in the school building, in fundraising activities, or in other capacities; but, by contrast, almost all parents were sometimes involved with their children at home. Over 85 percent spent 15 minutes or more helping their children at home in the evening, when asked to do so by the teacher, and said they could spend more time if asked to and if shown how to help.

Analyzing parents survey responses, we found that parents whose teachers were leaders in the use of parent involvement in learning activities at home were more likely than other parents to report that they recognize that the teacher worked hard to interest parents in the instructional program, that they received most of their ideas for home involvement from the teachers, that they felt they should help their children at home, that they understood more this year than last year about what the child was being taught in school, and that they rated the teacher higher in interpersonal skills and overall teaching ability.

Thus, teachers who work at parent involvement are considered better teachers than those who remain more isolated from the families of the children they teach.

What are the varying responses of teachers to single and married parents?

Mr. LEHMAN. Ms. Epstein, we have a difficult time restraint. I don't want to impose on you.

Ms. EPSTEIN. I could summarize these last two points for you.

Mr. LEHMAN. That would be fine.

Ms. EPSTEIN. The teachers who were leaders in the use of parent involvement did not make distinctions in how they treated or rated or evaluated single and married parents, whereas teachers who did not involve families in learning activities at home rated the single parents as less helpful and less able to follow through on activities. So it was the teachers' practices, not the marital status of the parents, that made a difference in how married and single parents were treated in the schools and how the married and single parents reacted to the schools.

The effect on students is another topic of concern. Very few studies enable one to look at the link between what the teacher does with parents and whether it has any effects on students. There are, of course, lots of opinions about this subject, many of which we heard this morning.

In looking at children's reading and math achievement, we found that teachers who involve parents in learning activities at home have children who, from the fall to the spring of the year, gain in reading achievement. These effects were not found for math achievement. We believe that this is because most parent involvement practices concern reading activities. This suggests that teachers might want to think more about how to better organize parent involvement in math activities. Teacher practices of parent involvement seem to have positive effects on children's reading skills.

We don't know very much about which practices or programs work. You will hear or you can read about many practices and programs in different cities in the country, but there are few studies of the effects of those programs on the parents or on the children.

There is great need for two kinds of efforts: research and teacher training. There needs to be much more research on the actual effects of particular practices and programs on parents and their children. We may all feel parent involvement is important, but because there are so many different kinds of parent involvement and they all cost money and time, it is very important for research to identify the links between practices and effects. Teachers want to know which kinds of parent involvement will be most helpful.

We need more attention to teacher training. Preservice and inservice training is needed for teachers to know how to implement parent involvement programs and to learn how to help parents help their children to do better in school.

In the past, Federal, State, and local policies have emphasized the involvement of a few parents in governance, on committees, and in the school building. Our research suggests that policies are needed that support the involvement of all parents in learning activities at home that can help more children succeed in school.

I would be happy to address other questions.

Mr. LEHMAN. We have some to furnish for the record.

[Prepared statement of Joyce L. Epstein follows:]

PREPARED STATEMENT OF JOYCE L. EPSTEIN, DIRECTOR, SCHOOL ORGANIZATION PROGRAM, CENTER FOR SOCIAL ORGANIZATION OF SCHOOLS, THE JOHNS HOPKINS UNIVERSITY

Mr. Chairman, members of the committee, I am Joyce L. Epstein, a sociologist, and Director of the School Organization Program at the Johns Hopkins University Center for Social Organization of Schools. I am pleased to have been invited to talk with you today about the role parents can play in improving education in America. I will summarize the results of research that I am currently conducting on the effects of involving parents in the education of their children, and I will outline some of the implications from this research for future policy concerning schools and families.

It is significant that involving parents in their children's learning has been recognized as necessary and important by the prestigious committees of scholars who contributed to several recent reports on the nation's schools. The recommendations reflect the consistent findings of over two decades of social research that children have an added advantage in school when their parents encourage and support their school activities. However the reports do not tell which types of parent involvement are most beneficial to students, parents, teachers and schools, nor do they recommend how teachers could involve more parents—particularly parents who would not get involved on their own without leadership from the teacher.

At the Johns Hopkins University Center for Social Organization of Schools, we designed a study to increase knowledge about the types of parent involvement that teachers use and their effects on parents and students. We conducted surveys of 3700 first, third, and fifth grade teachers and their principals in 600 schools in 16 school districts in Maryland. We interviewed 82 teachers who varied in how much they emphasized parent involvement in learning activities at home, collected data on the achievements and behaviors of over 2100 students in these teachers classrooms, and surveyed over 1200 parents of these children. These data are unique because they link the teachers' practices to the parents and the children in the teachers' classrooms. This kind of linked data is required to study effects of teacher practices on parents and students. Let me be clear that in this study "parent involvement" refers to teachers' requests for parents to assist with learning activities that are related to the children's school work. The fourteen techniques that we studied included asking parents to *read* to the child or listen to the child read, conduct dis-

cussions, informal learning games, *tutor* the child in specific skills, and enter contracts to assure that certain assignments are completed.

With that background about our study, let me now turn to the research findings that this committee may find especially pertinent. The details of the research are found in technical reports referenced in the written statement.

What factors influence teachers to involve parents in learning activities in home?

Two key factors influence teachers to use parent involvement practices. The *grade level* taught was the most important influence. Teachers of younger students (in this case, grade (1) make more frequent use of more parent involvement practices than teachers of older students (grades 3 and 5). Parents active at the school lead teachers to use more parent involvement in learning activities at home. When some parents are active at school, they convey a message to teachers that parents are willing to work to improve the school and its programs. As a result, teachers may be more willing to ask these and other parents to conduct learning activities with their children at home.

Our data do not support the widespread belief that use parent involvement activities only with better-educated parents. Some teachers who are leaders in the use of parent involvement are equally likely to use parent involvement techniques with parents who have many or few years of formal schooling. Other teachers who are not leaders say parents with little education cannot or will not help with learning activities.

What are the effects on parents of teacher practices of parent involvement?

Almost all parents believe parent involvement is important, but very few are involved at the school. For example, over 70% of the parents never helped the teacher in the classroom or on class trips, in other areas of the school, or in fund raising activities. Most parents cannot or do not become involved at school. Over 40% of the mothers in this sample worked full time and 18% worked part time. In contrast, almost all parents were involved at least once in a while in learning activities at home. Over 85% reported that they spent 15 minutes or more helping their child at home when asked to do so by the teacher, and that they could spend more time if shown how to help.

Parents' survey responses were analyzed to see how teacher practices of involving parents affected what parents did or said. Results show that parents whose children's teachers were leaders in parent involvement were more likely than other parents to report that:

They recognized that the teacher worked hard to interest parents in the instructional program;

They received most of their ideas for home involvement from the teachers;

They felt that they should help their children at home;

They understood more this year than last about what their child was being taught in school;

They were more positive about the teacher's interpersonal skills;

They rated the teacher higher in overall teaching ability;

In other words, teachers who work at parent involvement are considered better teachers than those who remain more isolated from the families of the children they teach.

What are the varying responses of teachers to single and married parents?

The one-parent home is one of the major family arrangements for school children today, yet little research has focused on how single parents and their children fit into schools that were designed to serve "traditional" families. In our survey, about 24% of the parents were single parents—close to the national average—and so we were able to study whether teachers treated single and married parents differently in terms of parent involvement, and how parents from differently-structured families reacted to teachers' practices and their children's schools.

We found that single parents reported spending more minutes helping their child at home than did married parents, but they still felt they did not have time to do all the teacher expected. Married parents spent more time helping at the school. Single and married parents were equally willing to help their children on learning activities at home.

The important differences, however, rested with the views and actions of the teachers about single and married parents and their children. Teachers who were leaders in the use of parent involvement made equal demands on single and married parents to help at home, but teachers who were not leaders made more demands on single parents. Teachers-leaders rated single and married parents as equally helpful and responsible on home learning activities, but non-leaders rated single parents as lower in helpfulness and follow-through on learning activities at home. In short, teacher-leaders were more likely to get good results from all par-

ents—not just those who are traditionally thought to be helpful to teachers and to children.

What are the effects of teacher practices of parent involvement on student achievements and attitudes?

Teachers want proof that the time and effort needed to organize a parent involvement program will improve student achievements and behaviors. So far, we have studied a small sample of students for whom we have fall and spring achievement test scores, to see if students whose teachers emphasize parent involvement gain more in reading and math than students in other teachers' classrooms.

Preliminary results indicate that students whose teachers were leaders in parent involvement made greater gains in reading achievement than did other students from the fall to the spring of the school year. But, we did not find the same effects on gains in math achievement. We believe these results are explained by the fact that the most popular parent involvement practices are reading activitities.

We found in other analyses of survey data from fifth grade students that in teacher-leader classrooms, students report that they have more positive attitudes toward school, more regular homework habits, that the school and family are more similar, that the teacher knows the family, and that they are assigned more homework on weekends. Thus, our research suggests that there are important consequences for achievement, attitudes, and behavior that occur for students when teachers make parent involvement part of their regular teaching practice.

What kinds of programs and practices seem to work and why?

We know very little about the kinds of practices that work because there are few studies of the effects of particular programs or practices on the parents, teachers, and students involved. There are many opinions about parent involvement but little data of the sort that is needed to document clearly what works consistently, for which student and parent populations, for what skills, at what grade levels? Research is required that links well-defined practices of teachers to the parents and students in the teachers' classrooms.

We know little about what programs work because relatively few teachers use parent involvement. There are few courses in teacher training that prepare teachers to make good use of parents as allies in helping children learn. There is need for more systematic efforts in pre-service and in-service training to help teachers learn how to help parents who would not become involved without the leadership of the teachers.

We know very little about the kinds of parent involvement programs that work after the elementary grades. So, there must be more well-designed research at all levels of schooling, more preparation for teachers in training, and more development and evaluation of particular programs and practices.

In the past, federal, state, and local policies have emphasized parent involvement in governance, on committees, and in schools and classrooms. These activities typically involved very few parents and did not affect parents and students in important ways. Our research suggests that policies are needed that support the involvement of all parents to build parent understanding about the schools, to recognize parents' continuing role in educating their children, and to focus specifically on helping students gain extra learning time at home to attain skills needed at their grade level.

Sometimes schools and teachers have to choose between parent involvement at school and parent involvement in learning activities at home. Our data suggest that both types of involvement have some benefits, but for different participants. Having parents at the school helps teachers feel more comfortable about asking parents to help with learning activities at home. Having parents involved in learning activities at home has consistent effects on parents' ideas and knowledge about helping their children and on their evaluations of teachers' merits. Parent involvement in learning activities at home has the potential for positive effects on student achievements and attitudes about school. Other types of parent involvement do not have the same strong effects on parents' attitudes and evaluations. If teachers had to choose only one policy to stress, these results suggest that the most payoff for the parents and students will come from teachers involving parents in helping their children on learning activities at home.

Mr. LEHMAN. I thought maybe Mrs. Johnson may have a question.

Mrs. JOHNSON. I just want to say that your testimony is a glorious example of what we ought to be doing in every business during lunch hour, offering programs and things like that, so that parents could get some guidance on how to help, and particularly how to

support and enhance the impact of our very costly but very important special education programs. I appreciate your testimony.

While I have been here only a short time, I did review some of it, and I will review it and send it to my board of education members and to the heads of my PTA's. I think that if we can disseminate some of this kind of information and stimulate involvement—if you get stray letters emanating from Connecticut, you will know why. But we will also give some thought to the type of vehicle through which we can share what you have said here this morning. There are a number of members of the task force who are interested in education, and we will confer on sharing your testimony, because it has been very valuable. I know the first panel was, too. I really appreciate that.

Mr. LEHMAN. I have two questions, and you can answer them for the record if you would like. I would like for you to write me a letter on them.

One is the fact that using semivolunteers—for instance, we used parents when I was the chairman of the school board for cafeteria work for several hours a day at minimum wage. Then we started using at the time in some of the inner-city schools parents as hall monitors at minimum wage to maintain stability.

I wonder if you have any comment to make in the involvement of parents at minimum wage. Many of the single-parent minority students' parents are day workers, and they would just as soon, at minimum wage—come into the school and they would not lose income, and it would be a very modest expenditure, and it would be at the same level as they would earn as a day worker. We have used them, and they have been helpful.

The other thing is I would like some comment about the general feeling of being threatened by volunteers, that the teachers themselves feel threatened by volunteers. What is your experience about subduing that sense of anxiety in the teachers about the invasion of that type of volunteers? It is a question of turf, to a certain extent.

I would like to get something back for the record with regard to those questions.

Thank you very much.

Mr. LEHMAN. We will take the next panel, which consists of Robert Woodson, accompanied by Liller Green; and Karen Coleman from Florida.

I am going to let Mr. McKernan chair this for a few minutes while I go over to see what is happening in my Appropriations full committee markup. I will be back just as quickly as I can.

Mr. MCKERNAN [presiding]. Mr. Woodson, why don't you start.

STATEMENT OF ROBERT WOODSON, PRESIDENT, NATIONAL CENTER FOR NEIGHBORHOOD ENTERPRISES, INC., WASHINGTON, DC

Mr. WOODSON. Mr. Chairman, my name is Robert Woodson, the founder and President of the National Center for Neighborhood Enterprise, a research and demonstration organization dedicated to assisting low-income individuals and families and organizations, and implement solutions to social and economic problems that they

design. We are committed to empower low-income people. One of our very important program areas is education.

There is a lot of discussion about educating low-income children. Seldom are their parents consulted about what constitutes viable solutions to the problem of inadequate educational options.

We surveyed about 250 neighborhood-based independent schools, established by parents and located all over the country. The schools are located in Hispanic and Asian areas, and on Indian reservations in some of the most hostile physical environments you can imagine. Eighty percent of the schools are in black urban communities, ranging in size from 20 to 1,000 students. Virtually all are supported by tuition and modest fundraising. Many of the teachers earn 60 percent of what public school teachers earn, yet the students often achieve 2 years above grade level.

We think that our survey merely scratched the surface. There are 50 schools in Chicago; 30 in the city of Philadelphia. Many parents are making tremendous sacrifices, often using welfare or Social Security checks and working multiple jobs to support their children in these schools.

Mrs. Liller Green, the founder of one of our most innovative schools and creative schools in the country, has accompanied me.

Many of these low-income parents do not have the time it takes to wade through the red tape of traditional programs. Many of them do not have the time to volunteer or go into the schools. Therefore, they must make the most intelligent and informed decision possible in selecting a school for their children. As we have talked with them, we have learned that they believe the most constructive assistance they can receive is an educational voucher that will enable them to shop for a school that will provide the best education for their children.

Unfortunately many schools have had to increase their tuitions and cannot serve the low-income parents and children that they intended to. Direct assistance to parents would benefit both the school and the student.

Therefore, I suggest that this committee and others at some future hearings invite parents of low-income students to testify. We have a lot of experts who speak on behalf of low-income parents and purport to represent their views. But I think that it is essential for this committee and other Members of the Congress to solicit the views and opinions of low-income people directly and learn what options they choose and what solutions they have designed.

[Prepared statement of Robert L. Woodson follows:]

PREPARED STATEMENT OF ROBERT L. WOODSON, PRESIDENT, NATIONAL CENTER FOR NEIGHBORHOOD ENTERPRISE, WASHINGTON, DC

My name is Robert Woodson, and I am president of the National Center for Neighbohood Enterprise (NCNE), a research and demonstration project founded on the belief that the people experiencing problems are the best source for the solutions to those problems; that is, the best help is self-help. And I welcome this opportunity to address the Prevention Strategies Task Force of the Select Committee on Children, Youth and Families at today's hearing on the very important role of parents in the education of their children. Mark Twain once said, "If the only tool you have is a hammer, then every problem looks like a nail."

Many parents of minority and poor children have become disillusioned with the lack of quality services provided by traditional public systems, especially large inner-city school systems, heretofore the only vehicle available for education of their

children. These parents feel that their children are trapped in a bureaucratic machine that guarantees low levels of achievement. In fact, it is increasingly clear that each year more and more public school systems are unable to respond (either efficiently or effectively) to even the basic educational needs of inner-city and disadvantaged children. Many of these young people are taking twice as long to learn the basic skills of reading, writing, and computation. As a result, they lose interest and drop out or are "pushed out" after sometimes as man as 12 years of formal schooling without ever learning basic skills. The increase in youth unemployment has been directly correlated to this "miseducation."

There is strong evidence, however, that neighborhood self-help responses to these failures represent a viable option for educating our children. All across the United States, parents of poor and minority children are taking control of the educational fate of their children by opting for private independent educations despite the often severe financial burden that accompanies this action.

At great personal sacrifice—sometimes using welfare checks, sometimes depending on family and friends, sometimes by working multiple jobs—inner-city minority parents have enrolled their children in private schools that operate almost exclusively on tuition and modest community fundraising. Many of these schools, in fact, were created by frustrated parents. These schools offer a "window of opportunity" through which parents can escape their crisis in hope. These hard working parents want to give their children opportunities they never had for themselves. They have both found and started schools that can respond to children formerly labeled underachievers, for example. And in each school that NCNE has visited, parents play the key role in formulating the school policy. Even those parents who have successful public school experiences have opted for the challenges provided these schools for one or more of their children.

NCNE strongly supports the concept of neighborhood-based independent schools as a option for increasing educational opportunities for low-income minority pupils. We believe that such educational options are necessary to improve achievement as well as provide a solid understanding of cultural heritage.

In 1983, NCNE surveyed a sample from more than 250 independent schools in selected cities that are developing educational options for Black, Hispanic, American Indian and Asian children from urban and rural environments.

The Center found that these independent schools are not the traditional private school that one thinks of—they do not have a financially elite clientele or endowed academic and social programs, for example. These schools are often located in the most inadequate physicial facilities. Yet, teaching and learning is unparalleled in these settings.

Most of the schools have curricula that are guided by a formal cultural or religious doctrine, which appears to add a demanding discipline to the educational process. Coursework includes higher level math, computer training, and foreign langauge instruction at early grade levels. Most schools have established some formal program in computer literacy as well. Foreign languages taught at the schools include Spanish and French, but may include Swahili, Chinese, Latin and Arabic.

Average enrollment is about 200 students, ranging from as low as 22 to as high as 1,000 and from preschool through 8th or 12th grade. Unfortunately, many of these schools have waiting lists because they cannot accommodate more students (although many have formal plans for expansion).

The independent schools that have been identified are the epitome of self-determination and innovation in education. They have made a concerted effort to improve the environment in which minority and poor children can learn. They are meeting the challenges of educating minority and poor children, yet they have little voice in the current educational debate. NCNE believes there is a need to identify and document their successes in an attempt to adapt these models of academic achievement and social progress to other communities and society as a whole.

A case at hand—in 1965, Liller Green and her husband William began looking for a preschool for their 2½-year-old daughter in Philadelphia. They found few programs, and the one that looked most suitable had a waiting list of several years before the child could enroll. Discouraged by the delay of good programs, the Greens took matters into their own hands and opened the Ivy Leaf School. Their goal was to provide a comprehensive educational program to minority pupils.

Today the school has grown from 17 to 770 pupils and from preschool to 9th grade.

NCNE OBJECTIVE

The Center plans not only to continue its assessment of these independent schools but to establish a national program to promote the growth and development of independent schools as an untapped national resource for improving the quality of education for disadvantaged, and ultimately all, youngsters, NCNE will examine and analyze regulatory barriers that impede the operation of these schools and determine the implications these schools have for improved public policies in education. The program is intended to provide a catalyst that will facilitate a more substantial funding base for them by publicizing their accomplishments, providing forums for exchange of ideas and technical expertise, and developing an archival and data center to include curricula and resources.

NCNE does not oppose public education. Rather, we merely seek to give low-income, minority families a choice; a choice that affluent parents have always been able to make for the education of their children.

Mr. McKERNAN. Ms. Green, would you like to make a statement?

STATEMENT OF LILLER GREEN, DIRECTOR, IVY LEAF LOWER SCHOOL, PHILADELPHIA

Ms. GREEN. Yes. I am here from Ivy Leaf Lower School in Philadelphia. We opened in 1965 with 17 students and, as a result of parental requests and that the need was recognized, the school has gradually grown, and today we have 770.

Our thrust is to make certain that these minority students have a good chance in terms of the field of education. These parents have made a conscious choice. They have struggled and are still stuggling to pay tuition so that their children may be able to gain the kind of education that they desire for them.

We have involved the parents right from the beginning in this process. Many times minority parents have developed a feeling that their children cannot achieve because, over the years, many minority students have not achieved on the national level. So our first task in working with these parents is to begin from day one to say they can achieve and to work with them closely through workshops, through material that is sent home, through direction, through support, and so forth, to help them to believe and to help them assist their children in achievement.

I would just like to say that, as a result of the kind of involvement that we have with the parents—and I know the time is short, so I am not going to take a lot of time describing it—but we have workshops and we have work books that involve the parents in assisting the students. We have a very high expectation of our students that is defined both with our students and the parents right from the beginning, with a very strong supportive organization of teachers and administration that gives the material, teaches the material, both to the parents as well as the students.

As a result, over 85 percent of our students score on and above the national average. We have other schools that are requesting our students because they know that their performance is high, both socially as well as academically. We have just become involved last year in registering our seventh-grade students in the program for the mentally gifted that Johns Hopkins offers through the summer. This year, one of our seventh-grade students scored 970 on the SAT's, and she is being invited to represent the State as one of the top-scoring seventh graders in the State of Pennsylvania.

These are some of the things that our students are involved in with the support of the parents. We would like to say that our parents are very much in need of some system that would permit them more financial support as they make this type of choice for their schools.

Mr. McKERNAN. Ms. Coleman.

STATEMENT OF KAREN WHIGHAM COLEMAN, COORDINATOR, COMMUNITY RELATIONS AND PUBLIC INFORMATION, SEMINOLE COUNTY SCHOOL SYSTEM, FL, AND 1980 FLORIDA TEACHER OF THE YEAR

Ms. COLEMAN. Mr. Chairman, committee members and guests, as I testify before you this morning, I am reminded of another presentation some 63 years ago before another committee of the U.S. House of Representatives made by the very distinguished Dr. George Washington Carver. On that day, he said that he was there to represent the peanut and there were three things he would like to say about the peanut. No. 1, he said we were fortunate to have many varieties; No. 2, many beneficial things are derived from them; and No. 3, we must seek ways to protect them so that we could continue to enjoy the benefits of the American-produced peanut.

I am here representing Seminole County, FL. There are three things I would like to say about parent participation in Seminole County, FL. One, we are fortunate to have thousands of dedicated citizens participating in our outstanding school system; two, all students, parent participants, teachers, schools and communities within our district benefit from these programs; and three, we must, because of our commitment to excellence in education, seek ways to continue to enhance that participation.

Recent research cited in the report that you have had presented to you indicates that parent participation is important to education because of at least three impacts on children: one, it does indeed increase academic achievement; two, it enhances the self-concept of the student; and three, it increases motivation.

The research further found that learning was enhanced whether the parent participated as a classroom volunteer or as a member of an advisory committee. Historically, parents have participated in education by joining PTA, attending student performance programs, and baking cookies for class parties. While parents continue to do these meaningful things today, they are involved in schools in many, many other ways.

Florida is considered a national leader in parent participation in education. The Florida Legislature in 1976 and 1979 passed legislation which required that parent participation be an integral part of the educational program. My district, Seminole County, has met the letter and the spirit of that law through various participation opportunities for our district's parents, of our 38,500 children in 42 school centers. We have established numerous advisory committees where parents and other citizens participate, perhaps as a member of an exceptional education advisory committee, the Seminole County Curriculum Advisory Committee, business education advisory committees, cooperative education advisory committees, the

Seminole County School Advisory Council, or as a member of one of our 42 local school advisory committees.

In terms of numbers, more than 600 citizens make contributions to our school system in Seminole County by serving on one of these effective advisory committees. More than 25,000 Floridians serve on more than 1,500 school-level, district, or area advisory councils.

These committee members are key communicators bringing ideas, concerns and advice to our schools and taking information back to the community. Approximately 500 of our parents participate as local school advisory committee members doing things like those found on pages 3 through 5 in your report. My, we simply don't know what we would do without parent participation on local school advisory committees in our district.

The Seminole County School Advisory Council assists these local school advisory committees through education and communication. Our school of information workshop in September is attended by hundreds of citizens. They come and learn about our school system and find ways that they can choose to participate in education in Seminole County. A January workshop, recipes for success, is planned for local school advisory committee chairmen and principals. There they meet together and talk about the good things happening in each school.

This year, the Seminole County Advisory Council received an educational improvement project grant through the Florida Department of Education to produce a newsletter. Indeed, 23,000 copies were mailed into homes in Seminole County. Every home with a child in the school system received a copy of the newsletter.

Last year, 10,000 citizens in our district joined the PTA, the largest parent support group. While PTA members continue to serve as room mothers and bake sale workers, these parents make other meaningful contributions as well. I am sure you will be surprised to see some of the contributions they make. You will find those enumerated on pages 6 through 9 in your report.

Parents participate as members of booster clubs for athletic programs and for band and chorus programs. You will be happy to know that parents have literally gone to the bank and signed the note to build sports stadiums in Seminole County. You will be happy to know that they not only have financed the building, but have also worked shoulder to shoulder and arm in arm with school employees as the actual construction of those facilities has taken place. You will be happy to know that parents are involved in goal-setting for both athletic and music programs.

Ten years ago, the Seminole County School Volunteer Program—dividends we lovingly call it—was a pilot program with 16 volunteers serving three schools. This year, over 2,000 volunteers, dividends, gave 107,000 hours to children in our district. My, these dividends do perform wonders. You will find lists of things that they do in the classroom included in the report, things like drilling on multiplication facts, helping with spelling, constructing learning centers, and so on. Our dividends brochure states simply, "Gain assets, be a Dividend." We believe there are dividends for everyone through the school volunteer program.

Questions arose earlier about how working parents and single parents can participate in school volunteer programs. We have a

number of ways in our district. One is that some 19 child care centers provide free child care for school volunteers, for moms interested in serving in the schools. We have already mentioned the idea of release time. Many businesses provide release time and, in fact, encourage employees to go to the schools to participate as dividends, classroom volunteers, or as members of our Community Resources Program.

Last year, we had some 800 citizens participating in the Community Resources Program where they go into a classroom, share their knowledge, their expertise or hobby with a group of children. They choose whether they will make one presentation or many presentations during the school year. The appendix to your report lists some specifics in terms of cases of citizens receiving release time to actually travel to the classroom and talk with boys and girls. Our teachers do a great job of sharing with boys and girls what it is like to be a teacher. They, however, do not have the expertise to describe what it is like to be an attorney or a plumber or a banker. Community resources is an exciting program in our district.

One of the integral parts of parent participation programs is training. Obviously, we must train these people to become meaningful participants in education. In your report, you will find a listing of the workshops provided. We do this several times a year. We have day meetings and night meetings to accommodate busy schedules.

As you proceed through the report, you will see that parents can choose in Seminole County whether they participate on a continuing basis or, if busy schedules dictate just a short assignment, they can choose to participate on special committees. We invite parent participation on committees dealing with site selection for facilities, teacher of the year selection, textbook selection, rezoning, our school base management study and administrative selection committees.

Don Davies, president of the Institute for Responsive Education in Boston, has done extensive research on parent participation in education in America today. He says that only 1 school in 4 in the Nation has meaningful parent participation. We do have far to go.

What are some of the requirements? Well, certainly training is required. Certainly recognition is another integral part of the program. The schools must be willing to throw the doors open and accept parents as partners, and then recognize their performance. As a former classroom teacher with 14 years of teaching experience and as a district school administrator, I have seen the impact on children's lives.

But going further, I would invite you to come to Seminole County. Come to Seminole County and visit Rosenwald Exceptional Student Center and see mentally handicapped youngsters using good behavior coupons at a school store staffed by parents.

Come to Lake Mary High School and see that sports complex built by parents and educators working together.

Come to Seminole County and visit Woodlands Elementary School, and see a dividend, a school volunteer, working in a learning center with first graders. Because of parent participation, these first graders are learning basic skills better than you and I ever did

as first graders. Because of parent participation, these first graders are learning basic skills better than you and I ever did as first graders.

Come to Seminole County and see the local school advisory committee chairman standing shoulder to shoulder, shaking hands with straight-A students, and saying, "It's important to this community that you excell."

Come to Seminole County and visit our elementary schools and see parent volunteers conducting an exciting math enrichment program, Math Super Stars, coordinated by parents for thousands of students.

Come to Seminole County to visit Geneva Elementary School where parents and educators took a $1,600 grant worked together and produced a $10,000 perceptual playground.

Come to Seminole County where test scores soar, where meaningful programs are provided for all children, and where the community takes pride in the excellence of our educational programs.

Come to Seminole County where tomorrow will be better because parents are partners in educating children today.

Come to Seminole County. We would love to show you our model programs.

[Prepared statement of Karen Whigham Coleman follows:]

PREPARED STATEMENT OF KAREN WHIGHAM COLEMAN, COORDINATOR, COMMUNITY RELATIONS AND PUBLIC INFORMATION SEMINOLE COUNTY SCHOOL SYSTEM SEMINOLE COUNTY, FL

Mr. Chairman and Committee Members, as I stand before you this morning, I am reminded of another appearance before another committee of the United States House of Representatives some sixty-three years ago. Dr. George Washington Carver stood that day representing the peanut. He said that he had three things he wanted to say about the peanut:

1. We are fortunate to have many, many varieties.
2. Many beneficial things are derived from them.
3. We must seek ways to protect them so that we can continue to enjoy and enhance their contributions to our country.

I am here today representing Seminole County, Florida, where we are extremely proud of the model parent participation programs we have developed. There are three things I would like to say about parent participation in education:

1. We are fortunate to have thousands of citizens participating in our outstanding school system in many different ways.
2. All students, parent participants, teachers, schools, and communities benefit from these programs.
3. We must, because of our commitment to excellence in education, seek ways to increase and enhance citizen participation in education in Seminole County and throughout this great country ours.

Recent research by Ciscuolo, 1977; Holzman and Boes, 1973; R. L. Sinclair, 1981; G. T. Indelicato, 1980; and A. T. Henderson, 1982, indicates that parent participation is important to education because it has a positive impact on students' academic achievement, self-concept, and motivation. Indelicato and Henderson studied the impact of different types of parent participation and found that learning was enhanced whether the parents served as classroom volunteers or as advisory committee members.

This recent research should provide impetus to a change occurring in education in America today. Parents and other citizens are becoming partners in the challenging effort to provide a quality education for all children.

Historically, parents have participated in education by joining PTA, attending student performance programs, and baking cookies for class parties. While parents continue to do those things today, they are involved in the schools in countless other ways which directly benefit school programs.

Florida is considered a national leader in parent participation in education. The Florida Legislature in 1976 and 1979 passed legislation which requires that parent participation be an integral part of every school's educational program.

Seminole County has met the letter and the spirit of the law through various participation opportunities for our district's parents of our 38,500 students in forty-two school centers.

We have established numerous advisory committees where parents and other citizens participate as a member of Exceptional Education Advisory Committees, the Seminole County Curriculum Advisory Committee, Business Education Advisory Committees, Co-op Advisory Committees, the Seminole County School Advisory Council, or as a member of one of our forty-two Local School Advisory Committees.

More than six hundred citizens make contributions to our school system in Seminole County by serving on one of these effective advisory committees. More than twenty-five thousand Floridians serve on more than fifteen hundred school-level, district, or area advisory committees.

Advisory committee members are key communicators bringing ideas, concerns, and advice to our schools and taking information back to our communities. While parents serve on all of the advisory committees listed above, approximately five hundred parents participate as members of Local School Advisory Committees. A partial listing of Local School Advisory Committee activities would include:

Planning and preparation of each school's Annual Report.

Providing an after-school activities bus for students at one high school so that students could stay after school to participate in activities and them have transportation home.

Worked with the school's administration to provide extended library hours for students.

Planned, developed, and participated in ongoing academic achievement recognition programs.

Hosted a luncheon for Superintendent Robert W. Hughes and members of The School Board of Seminole County to discuss the school's needs.

Co-sponsored a program where a panel made up of teachers answered parents' questions.

Worked to improve student safety by securing additional crossing guards.

Informational programs for parents presented on: the district's testing program, gifted education, school finance, curriculum, exceptional education programs, student transportation, food service, copyright laws, computer education, and school attendance zones.

Developed and compiled the results of the parent attitude survey.

Developed and piloted a new School Attendance Policy.

Established bylaws for this parent group.

Conducted a telephone survey of the school's parents concerning their feelings about the school's program, facilities, and extracurricular activities.

Provided input for the school's administration concerning school-related issues such as: budget, health program, school safety, detention and suspension policy, attendance, other curricular concerns, American Education Week activities, and Open House plans.

Established a committee to plan teacher appreciation activities throughout the school year.

The Seminole County School Advisory Council assists Local School Advisory Committees by providing opportunities for training and for communication. This group hosts a School of Information Workshop for Citizens each September. Hundreds of citizens attend. They learn about our school system and about opportunities for participation. A January workshop, Recipes for Success, has been held for Local School Advisory Committee chairmen and principals to share successful programs, tips and ideas.

This year the Seminole County School Advisory Committee received an Educational Improvement Project Grant from the Florida Department of Education to prepare and distribute a newsletter to citizens. Approximately twenty-three thousand copies were mailed. Every home in Seminole County with a child enrolled in the school system received a newsletter.

Last year, ten thousand citizens joined PTA, the largest parent support group in Seminole County. While PTA members continue to serve as room mothers and bake sale workers, these active parents make many other meaningful contributions to our schools. A partial list of these activities would include:

Developed a newsletter for their school which was mailed to all students' home.

Provided paddle fans and new tables for cafeteria.

Provided cultural events for the schools including: SCC Theatre "Mirror Man"; Andre Ferrier, Music of Switzerland; Contemporary Ensemble; School of Dance Arts Program; Middle and High School Band Programs; Middle and High School Choral Programs; Southern Ballet Touring Group; Edythe Bush Theater; Florida Opera; Stevens Puppets presentation of "Beauty and the Beast"; Clogging Machine; Touring Robin Hood Players—"Abraham Lincoln"; and Children's Musical Theater—"Tales of Brer Rabbit."

Purchased laminator for school.

Sponspored Fall, Halloween and Spring Carnivals.

Sponsored Skate Parties for Students on non-attendance days.

Participated in and sponsored Drug Education Programs.

Provided John Young Museum Suitcase Exhibit on Dinosaurs for school use.

Purchased computers and software for the schools.

Secured School Board support for moving the school's custodian on-campus full time as a vandal watcher. There has been no damage to the school facility since the Vandal Watcher Program was established.

Furnished refreshments to all visitors to the school during American Education Week.

Provided an information booth during American Education Week so that all visitors to the school could receive information about the school and about the educational system in Seminole County and in the State of Florida.

Established a School Store where students may buy school supplies at school.

Purchased science kits, metronome, tuner, video cassette recorder, camera, blank tapes, flag ropes, landscaping supplies.

Sponsored movies suitable for the entire family during evening hours.

Sponsored a book exchange for students.

Provided baskets of food for disadvantaged youngsters.

An Outstanding PTA Scholarship Program provides $1500 in college scholarships.

Provided program conducted by guidance counselors on procedures for applying for college financial aid.

Paid for field trips for classes.

Sponsored a Saturday Clean-Up Day at the school.

Purchased flag and stand, library shelves, piano keyboard.

Provided funds for Computer Literacy Course for school's teachers.

Parents participants as members of booster clubs for athletic and music programs in our high schools. During this past year, athletic booster clubs at our schools:

Built two tennis courts and provided fencing and net.

Roofed the baseball dugouts.

Installed water fountains for a baseball field.

Participated in the formulation of a list of goals for the school's athletic program.

Provided a van for athletic events.

Sponsored the AAU Swim Team.

Installed lights on the baseball field at $9600 per year for five years.

Purchased athletic equipment.

Funded the construction of bathroom facilities at a school's stadium complex.

Constructed a softball field.

Band parents help Seminole County's schools provided a superior band program for students. They have recently:

Rebuilt concession stands and added a third concession stand.

Hosted the Florida Bandmasters' Marching Festival.

Raised $12,000 for one school's program.

Purchased uniforms, instruments and music.

Provided transportation to events.

Purchased and presented awards to outstanding band students.

Ten years ago, Seminole County's school volunteer program, Dividends, was a pilot program with a Volunteer Coordinator, Dede Schaffner, involving sixteen volunteers in three schools. Since that time, this exciting and rewarding participation program has had thousands of citizens to contribute more than six hundred thousand hours assisting with every facet of our schools' programs. Last year, two thousand Dividends contributed one hundred seven thousand hours to our schools.

Classroom volunteers work with individual students or small groups of students. They help with the preparation and use of learning centers. They help students master basic math facts, stimulate creative writing, prepare learning games and materials, and assist with countless other classroom activities.

Nineteen child care centers provide child care for young children so that mothers wishing to serve as Dividends may do so with free child care provided.

Training of volunteers is an important part of our nationally-recognized Dividends Program. Twice a year Dividends are invited to participate in training sessions. Last year more than seven hundred people participated in those training sessions.

Dividends training sessions change as our schools' programs change. The last few sessions have included workshops on:

Working with Middle School Students.
Creative Writing.
Math Tricks and Tips.
Working with Students with Specific Learning Disabilities.
Hands on Computer Workshops.
Discipline.
Motivating Children.
Math Super Stars.
Gifted Children.
Effective Storytelling and.
Teaching English to Speakers of Another Language.

Other parent education/training opportunities include workshops held at individual schools. Some of these have included Systematic Training for Effective Parenting, Ideas for Summertime Activities, Make-N-Take Learning Materials, and Computer Awareness and Training.

PTA Short Course, a state training meeting, is held in our area each year in August . . . The agenda varies but is always interesting. Locally, our Seminole County Council of PTAs provides continuous training opportunities for parents.

The School of Information Workshop, co-sponsored by the Seminole County School Advisory Council and the Seminole County Council of PTAs in September of each year, provides parents with information about many areas of interest. Some sessions deal with school finance, student transportation, testing, effective communication, curriculum, food service, functions of a Local School Advisory Committee, and other interesting topics.

An important part of the Dividends Program is the Community Resources Program, a citizens' speakers' bureau. Hundreds of Seminole County citizens provide presentations to classes throughout the district on topics from "Accounting" to "Zimbabwe." Last year, 1,135 presentations were made. This year, 1,230 presentations have been made.

The majority of these parents and other citizens participate in the Community Resources Program through release time provided by employers. Private businesses and governmental agencies throughout Central Florida encourage employees to contribute their special knowledge, expertise, hobby, or interest to students through the Community Resource Program. More than five hundred of the eight hundred fifty speakers in the program participate through release time from employers.

The U.S. Navy encourages naval men and women stationed in Orlando to participate in the Seminole County School System as Community Resource Speakers and as Dividends working in classrooms on a weekly basis. They, too, are given release time for time spend as speakers and/or Dividends.

Just as the school system has reached out to the community. The School Board of Seminole County and our schools' principals have made our school facilities viable parts of the community. When facilities are not being used for educational pruposes for students, many community groups use buildings and athletic facilities. More than fifty different groups use these facilities for activities as varied as university classes, polling places for elections, homeowners' meetings, training sessions for law enforcement agencies and soccer practice.

School employees encourage citizen participation in education by participating in community activities. Employees support the United Way effort, serve on Chamber of Commerce committees, and provide programs and speakers for civic clubs. Education is an important part of the community.

Even with more two-career families, single parent families and increasingly demanding and hectic schedules, opportunities exist for parent participation in education. It might be as a classroom volunteer for one or two hours per week during the school day through a work release agreement with an employer. It might be as a member of an advisory committee. Most advisory committees meet once a month for an evening meeting. It might be a a Community Resource Program speaker detailing for students wht it is like to be a nurse, an attorney, or a plumber. It might be as a booster club member or a PTA member. It might be as a parent representative on a committee with an assignment which might last for a short time or for several months. Seminole County invites parent participation on committees dealing with site selection, Teacher of the Year selection, textbook selection, rezoning, school-based management study and administrative selection.

Don Davies, President of the Institute for Responsive Education in Boston, has done extensive research on parent participation in education throughout the United States. He indicates that nationally only one school in four has any parent participation. We are convinced that school systems throughout America must and will work to develop comprehensive participation programs so that parents and other citizens will become partners in the effort to provide a quality educational program for all children.

A successful parent participation program must include a supportive superintendent, school board, administrative and instructional staff.

The school staff must be receptive to the ideas and suggestions of the parents. The teachers must develop a plan describing what the volunteer is to do. The school should provide someone to coordinate volunteer activities in the school.

Parents must be willing to devote time to training and to assisting with one or more of the participation opportunities. They must make every effort to fulfill their commitment to the school. Teachers and students plan for volunteers. If the volunteer is absent, teachers and students are disappointed.

The school system must provide recognition for the invaluable contributions citizens make to the educational programs. As important as any other element in successful parent participation programs is the providing for educational/training programs for volunteers.

The benefits of an effective, comprehensive parent participation program are enjoyed by students, teachers, the school, community and the volunteer. Students experience improved academic achievement, self-esteem, and motivation. Volunteers benefit because the parents' attitudes, self-concepts, and rapport with the school have been shown to improve when they become involved in a school. Teachers experience a renewal of self-worth, if teaching children is important enough for volunteers to come to school to assist with the challenge.

Schools receive more than donated hours. Improved communication with the community and enhanced programs and learning opportunities are also benefits for the school. The community benefits from parent participation in education because communities improve as educational opportunities for children and adult improve.

As a former classroom teacher with fourteen years of teaching experience and as a school administrator, I have seen the impact of effective parent participation programs on the education of boys and girls. I have seen programs enhanced and have seen citizens gain great pride in helping to create truly outstanding schools for children.

Seminole County, Florida has embraced the concept and the practice of inviting parents to become partners in the educational programs of this outstanding school system.

We invite you to Seminole County!

Come to Rosenwald Exceptional Student Center and see mentally handicapped students use good behavior coupons to make purchases at a school store staffed by volunteers.

Come to Lake Mary High School and admire the beautiful football stadium where school employees and parents spent many hours planning and arranging financing for this facility. These parents joined school employees in much of the physical labor which built this stadium of which the entire community is so proud.

Come to Seminole County to visit a first grade classroom at Woodlands Elementary and see a parent volunteer, a Dividend, working with students in a learning center.

Come to Seminole County to visit Oviedo High School. You will see the chairman of the Local School Advisory Committee, a parent volunteer, standing with the principal, to congratulate students on the A Honor Roll.

Come visit elementary schools throughout the district and see parent volunteers conducting a math enrichment program, Math Super Stars, for thousands of students.

Come to Seminole County to visit Geneva Elementary School where parents and school employees, worked together after school and on week-ends to turn a $1,600 grant into a $10,000 Perceptual Playground.

Come to Seminole County where test scores soar, where meaningful programs are provided all students, and where the community takes pride in the excellence of the educational programs.

Come to Seminole County where dedicated teachers, outstanding administrators, enthusiastic support personnel, concerned parents and exciting students are partners in the greatest challenge in Seminole County. That challenge is the providing of an educational program which equips youngsters for today and tomorrow.

Come to Seminole County where tomorrow will be better because parents are partners in the educating of children today.

[COMMITTEE NOTE.—Mrs. Karen Coleman submitted document entitled "Community Resource Volunteer File" Grades K-12, 1983-84, The Dividends, Seminole County, FL, 7th edition, which is maintained in committee files.]

Mr. MCKERNAN. When do I go?

[Laughter.]

Ms. COLEMAN. We are going home on Sunday. We invite you to come.

Mr. MCKERNAN. I had a feeling you already had the accommodations and the transportation arranged for it. It is nice to see somebody who is so excited about their program.

I didn't have a chance to ask Ms. Berry, who was on one of our earlier panels with the National School Volunteer Program, but I would like to ask you—first of all, I want to congratulate you on having been Teacher of the Year of Florida in 1980.

Ms. COLEMAN. Thank you.

Mr. MCKERNAN. I can understand why, if you are anything like this in the classroom.

Ms. COLEMAN. Thank you.

Mr. MCKERNAN. My concern as I listen to some of the testimony is what is the reaction to teachers when they first see this influx of parental volunteers in the classroom? Is it a difficult adjustment, or how does that work?

Ms. COLEMAN. There is apprehension until the first success, until that child experiencing trouble with spelling makes that first 100 on a spelling test. The reason that child succeeded was because an extra pair of hands, an extra heart and an extra mind was available to that busy classroom teacher, so that the dividend or the teacher could give that one-on-one assistance. As soon as you experience those initial successes, your parent participation becomes an integral part of your school's program. Teachers in our district have asked for more volunteers than we can recruit. Two thousand is simply not enough anymore.

In terms of a general statement, success breeds success. As a classroom teacher, when I see exciting things happening in the adjoining classroom because parents are assisting, I try to model those successes for children.

Mr. MCKERNAN. How is it determined by the school which classrooms are going to have the parental volunteers and which classrooms have regular volunteers?

Ms. COLEMAN. One of the earlier presenters spoke of the need for a school-level coordinator. Certainly there must be someone to welcome the parent when he or she arrives on the school campus, and then to help work with a matching of skills and interests. Some parents want to work with children one-on-one. Some parents want to work with a small group. Some parents want to interact with a larger group. Someone, some staff person, needs to be involved in working with the parents and matching their skills, interests, and knowledge with the needs of the school.

Mr. MCKERNAN. I am fascinated since one of the things we have been dealing with on this committee is the problem with single-parent families and the difficulties which that brings about. So I

was fascinated by this idea about free child care for the volunteers. Could you explain a little bit about how that works? Obviously, it is not free, somebody is providing it.

Ms. COLEMAN. Right. This is one of the corporate sponsorships in our district. Earlier, another presenter made mention of Adopt-a-School. Our Adopt-a-School Program we choose to call business-education partnerships. We are not asking any business to adopt a school. I think that elected representatives at the national level and our State elected representatives recognize their own responsibilities to do that. We call our program business-education partnerships, and many businesses want to make a difference in partnership with a school system which makes a difference for children. This is a viable way that our child care centers can make a contribution to education.

There is a flip side to the coin. If that mom is taking her 2-year-old to that child care center on Monday in order to volunteer in a school, and then has a need for child care Tuesday and Thursday, I know where she will take that child if that experience is a positive one Monday. There is some fringe benefit for the child care center. Obviously, the greatest benefit is to the boys and girls in the schools of Seminole County.

Mr. MCKERNAN. Are these community child care programs agency-type operations or nonprofit operations?

Ms. COLEMAN. No; for-profit businesses.

Mr. MCKERNAN. For-profit child care programs who are allowing the use of their facilities by those people who are involved in the Dividend program?

Ms. COLEMAN. Correct.

You know, I wish that we had hours and hours. There are so many things I'd like to share. I recently participated in a recruiting effort at our Navy Training Center in Orlando. The Navy is another release-time employer. They not only allow but encourage their men and women to volunteer in our schools. We are beginning to see that happen. Education in our district is better because of it.

As I have shared with Karabelle, we are a model. We are very proud of the progress and the status of our programs. We are not where we will be one day. We see these things developing now in terms of businesses and release time, corporate sponsors and free child care centers. Some are new, and some of them have been in the program a couple of years.

Mr. MCKERNAN. Can you categorize the types of volunteers that you have—in other words, where they are coming from? Are they coming from the home and, therefore, weren't doing work outside of the home before that? Were they working in a large business? I come from the State of Maine, and we have a lot of small employers. I am concerned about how an operation with four employees would be able to allow a quarter of its work force to leave for the afternoon. I wonder whether you experienced any of those problems?

Ms. COLEMAN. Yes; we have. Fortunately for us and for children, our volunteers range from middle-school students through senior citizens. In answer to the question of do they come from people who are not working outside the home, the best example I can give

you is through our Community Resources Program. Of the 800 citizens who provide programs in the classrooms, some 500 of these come from business assignments.

Karabelle Pizzigati also had this same interesting concern and asked us to prepare the appendix which speaks to some of the businesses. In the back of your report you will see that some of these are major employers, but you will also recognize from the names that some are small businesses. The program provides the flexibility for that owner of a small business to say that his/her business will provide five presentations this school year. An owner of a larger business can make a commitment of 20, 30, or 50 such presentations. There, too, there is a matching of need and availability. So we do have some of the larger employers providing many, and we do have small employers saying, "My commitment will be to the extent of two, four or five presentations. Tell me where you would like my representative to go."

Mr. McKERNAN. Mr. Woodson, I have a couple of questions on your organization. Is your organization specifically related to these independent schools, or is that just one of the neighborhood activities?

Mr. WOODSON. It is one of four program areas. We recently established, at their request, the National Consortium of Independent Schools. We are attempting to bring them together so they can share resources, information, receive assistance, and also work for policy changes that will empower their parents.

Mr. McKERNAN. I will warn you, Ms. Green, before I ask Mr. Woodson so that you can think about your answer a little bit longer, I am going to ask you the same question. What does the establishment of these schools—you talk about 50 schools in Chicago—what does that say about the public education system, and is that a problem for us to have these types of independent schools?

Mr. WOODSON. I think low-income parents only want the same options that middle-class people have. If we want to send our children to public schools, we can; if we want them to go to independent or private schools, most of us have the necessary financial resources. So option and choice is determined by income. But low-income students are assigned to public schools and we say, "This is your only option." For some parents, public schools may adequately meet the needs of two of their children, but a third child may need an independent or private schools.

So what parents are saying is that, they want that option. Many parents are frustrated and disgusted with some urban public school systems, because they are miseducating their children. One reason is that public schools have no competition and, therefore, there is very little accountability to parents. Parents want to opt out of these schools, and I think low-income parents should be given the same choices as middle- and upper-class people.

Mr. McKERNAN. Since you have been involved in the establishment of these schools, are there any common denominators on what causes a neighborhood independent schools, any common problems in particular public school facilities?

Mr. WOODSON. Many of parents are dissatisfied with the permissive atmosphere in schools. Some are actually fearful, physically fearful, for the child's safety. There are a number of reasons. But

like any small businesses, most schools start in response to a crisis, or they turn a problem into an opportunity. As Mrs. Green will point out, some parents just could not find a school that was adequate to meet the educational needs of their children and, therefore, established their own schools.

Some found that existing schools were neutral on the issue of culture or stressed western culture, and did not emphasize Hispanic culture, black culture, or native American culture. Parents were motivated to start the school—of a particular religious or cultural persuasion.

Mr. MCKERNAN. I have just one more question for you before we go to Ms. Green. What is the average cost of these schools? Is there an average?

Mr. WOODSON. Yes; the average annual cost is from approximately $800 to $1,500, but each year it is being pushed up.

Mr. MCKERNAN. Ms. Green, what is your response to what the flourishing of these types of independent schools might to do the public educational system?

Ms. GREEN. I think that, basically, parents are very concerned about the lack of good academic standards in many of our public schools. Our school would not have grown if there had not been that kind of concern. We opened as a preschool and did not intend to add grades. But because of the very low achievement of many, many students who are attending predominantly minority schools and because of the kind of achievement our younger students were able to reach, parents requested and participated in the growth of the school. I think this is true throughout the country.

I don't see these schools as being a threat to the public schools. I would hope that we might be able to share with the public schools some of our experiences, because I feel that what is happening at Ivy Leaf could happen in public schools all over the country. It is a matter of certain kinds of commitments, and so forth. We take children I am certain that, if they went into a public school setting with the same number of students in the class, would not achieve the level they are achieving with us. I think it is the kind of commitment that takes place within our setting that makes it possible, and I think we have a lot to share with the public schools.

Mr. MCKERNAN. Do you think that part of your success—not just your school, but in others like yours—is that you have to be better, you have to attract people to come in and, therefore, perhaps you are a little more imaginative and working a little bit harder and providing a better product because that is the only way you can stay in business?

Ms. GREEN. I guess because we are realistically much smaller than a large public school system and, therefore, we can afford to attend to a lot of very important details. But the public schools have staff to do the kinds of things that we are doing. We are totally committed to educating these children on a very, very high level from day one and never lose sight of that goal.

Mr. MCKERNAN. That is obvious. I can tell.

Mr. WOODSON. Congressman, just one footnote to that. As we look at independent schools around the country, some are closing because the performance of the schools has been poor, and parents have exercised their option to move children to other schools.

Schools therefore, must be accountable to parents and students—something that I think would be useful in public schools, too. Just as all businesses do not perform equally, some fail and new businesses open. Perhaps the same competition and phenomena should occur in our school systems. If schools are not educating, then perhaps they should close down.

Incidentally, many independent school teachers are former public school teachers. In a school in New York, there were seven openings, paying less money than the public schools and they received 200 applications from public school teachers. I think the competition is healthy for all of us. It should to apply to education as well.

Mr. MCKERNAN. Ms. Coleman, do you want to have a public school rebuttal before we close? [Laughter.]

Ms. COLEMAN. You read my face.

Mr. MCKERNAN. I know you have something to say on the subject.

Ms. COLEMAN. I think that the whole topic of discussion this morning speaks to just what these friends are saying. Parents must be involved. Studies show that when parents come into the school and understand the programs there, they are more supportive of the school program.

Speaking of excellence in education, I am convinced that the studies are accurate, that academic achievement increases with parental participation. I sit before you this morning proud of the fact that our district's average SAT score is 915 in Seminole County, compared with an average national SAT of 893, an average Florida SAT of 887, and an average Southeastern United States SAT of 861. At the eighth-grade level, we lead the State on the State Assessment Test which measures basic skills.

People ask me, why? When you talk test scores, we initially pretend hesitation, but, my, if you will prod us a little, we will proudly tell you about test scores in Seminole County. Then we are asked why the scores are so exceptional. One of the indexes that we use constantly is the extent of parent participation.

I would say that Don Davies' studies are probably accurate. Probably only one school in four throughout the United States has parent participation. We could not imagine operating that way. The quality of education would suffer.

So what these people are saying in terms of concern for education and that concern being widespread is right on target. But what is the answer to that? It is for us and for you as leaders to provide the opportunities, the ways, for parents and other citizens to become more actively involved in education.

I say to you this morning that that kind of participation cannot be legislated. The legislation is just the groundwork. There has to be a trust level built. Concerning your earlier question about the battle for turf and the feelings of outsiders and insiders, what really has to take place is trust building with parents on board, educators understanding that parents have gone beyond the concern for one child, their own, and are concerned about all children, and educators accepting that and working with parents, recognizing and appreciating that participation.

Public education in America is the best buy going. In 1980, this Nation spent an average of $1,600 per child to educate children. In that same year, we as a nation committed $8,600 per prisoner in our penal system, and if that prisoner happened to be a child in that same year, we as a nation committed $11,500 per child. Perhaps that is part of the answer in terms of where we go from here.

We invite the community to come and get involved in support. We ask the corporate sector to assume their responsibility. We look to government for meaningful funding. I think we are headed in that direction.

Mr. MCKERNAN. I call on Mr. Martinez if he has any questions. Welcome to the committee, by the way.

Mr. MARTINEZ. Thank you. I have a couple of questions. Maybe we will get into this thing, public school versus private school. My children have had the benefit of both.

All of my children attended parochial school until the intermediate years, and then they had their choice whether to continue in parochial or go to public. It is surprising that, except the oldest, they all chose public, and I got a chance to evaluate both systems. What you said is true, the public school system, for the buck it spends, is the best thing going.

I think that there is certain flexibility that they do not have that the private schools have. In that regard, I would like to ask Mr. Woodson and Ms. Green both, in your private school system so you mandate participation from the parents, or is that voluntary? All of the parochial schools in California require the parents' participation in the school functions.

Ms. GREEN. They must participate and support the educational program of the school. They do not have to participate in fundraising, although most of them do, but they must participate and support their child's educational program. We work closely with them in order to encourage that.

Mr. MARTINEZ. That is the one thing that the public school system doesn't have and I wish they did have. In my congressional district parental participation in the school system is the hardest thing in the world to come by.

It sounds like you have a great thing going, and I commend you for that.

Ms. COLEMAN. Thank you.

Mr. MARTINEZ. Do you have a way of encouraging those people to participate that could be shared nationally?

Ms. COLEMAN. So much of that requires training opportunities, educational opportunities, at that local school where that child attends every day. That is the school with which the parents and citizens are familiar in that neighborhood. We take those training opportunities to locations so that they are convenient for the families you referenced a moment ago. It is so important for all children to have role models present in the school and for those children to see all parents working together in the school.

We are actively involved in recruitment. We go and recruit. Telephone numbers are important. We have two of them where citizens can receive information about participation. Every district staff person better have them committed to memory and share them everywhere they go. 834-8211 is the dividend number. 322-1252 is the

district office number. We ask and solicit participation everywhere we go. We will have door prizes. We are not above that sort of thing. We will do almost anything. If people respond to food, we will feed them. We try to share success stories. We have parents there—not just educators, but parents there—saying it is great to be a part of this.

Congressman Martinez, I welcomed your comment a moment ago about public education not having all of the flexibility of the private education community. There are many fine private educational facilities in America. But public education has made the three greatest strides in history, in our generation. I refer to the *Brown* decision in 1954, which said we as a nation made a commitment to educate all children without regard to race. Sometimes we tend to forget quickly. Let me remind you that, in 1950, only 10 percent of our black students in America graduated from high school. Most of us were living then. That is not ancient history.

The second major accomplishment of the public education community was title IX, where we made a commitment to educate all children with a quality education without regard to sex. If there is a question about the need for that, let me remind you that, in 1940, only 1 woman in 4 had a high school diploma. Today only 1 woman in 4 does not have a high school diploma.

The third major—major—accomplishment is Public Law 94-142, where we made a commitment to educate all children without regard to exceptionality or handicap. Perhaps there are times when public schools do not have the flexibility of the private school community, but we have had the greatest challenges in the history of mankind and we have met those challenges.

Mr. MARTINEZ. I can simply say wow.

Ms. COLEMAN. It is true. It is true.

Mr. MARTINEZ. Mr. Woodson.

Mr. WOODSON. Just two pieces of information. I find it very interesting as we travel around the country and engage talk with people who are strong advocates for low-income children attending public school exclusively, that when asked where their children attend school, 90 percent attend private schools. There is something wrong when advocates for the poor have their children at one school, but restrict the poor to another.

Let me add another point. We are not advocating public versus private education. The issue is excellence and competence versus incompetence. We must reward competence performance and eliminate incompetent performance.

In Washington, DC, under the able leadership of Floretta McKenzie, a principal took over a junior high school with a high rate of drug addiction and all sorts of other problems. Through his leadership, drug traffic stopped—he made demands, and fired some teachers. I do not know how he did this since it is very difficult to fire teachers in public schools, even if they are incompetent. He turned that school around. As a consequence, academic performance increased and some parents in that neighborhood withdrew their children from private schools and reenrolled them in public school, because school performance was high and children were safe and secure. That is what we advocate.

We do not think that this can occur without competition. A successful principal should not be paid the same salary as one who is not performing and teachers should not be paid the same regardless of performance. It seems to me that anything that stimulates competition, that rewards those who perform, should be encouraged.

As Mrs. Green and others have said, independent schools, because they are small, have an opportunity to engage in some very innovative programs and approaches that could benefit all schools both public and private. Therefore, we see them as laboratories for innovation and management.

Mr. MARTINEZ. I agree with you completely.

In fact, my oldest son who I told you chose to go to public school, the school he went to was called Don Bosco Institute. There he got 4 hours of his choice of elective, which was electronics, and he got 4 hours of academia, which would afford him the opportunity to leave from that high school when he graduated with the equivalent of 2 years of junior college and then go on into a university. He chose to do that. Today, after about 8 years in the telephone company, he is in second-level management, which is a rapid rise, and I credit the education he got.

The system that Don Bosco uses as a private school I would like to see be in public schools. So I think you are right that there is a laboratory for them.

The other thing is that the reason why a lot of poor people have their kids in schools is because they realize that the reason they are in that category "is because they didn't have the opportunity in education and they want to sacrifice to make sure that their kids get the most advantage they can at the highest level of education they can, highest quality they can."

There is in a lot of public schools, though—and more recently, as Ms. Coleman had stated—that competition you talk about has forced public schools to provide a lot of the programs the private schools have. So there are a lot of advantages to them now.

But I agree with everything you said. I think we just have to be conscious of that. Everybody has to be conscious of that when we are dealing with it.

Mr. WOODSON. I find it fascinating that many so-called advocates for the poor do not even want to discuss options that will empower low-income people to choose by putting dollars or vouchers in their hands and letting them shop.

We need to discuss education vouchers for low-income people such as the model being explored in Minnesota by John Brandel, a liberal Democrat who is advocating a limited voucher for low-income parents restricted to the public school system. The voucher will enable parents to shop, to take their voucher to any public school system in the city and enroll their children in a school of choice. I think an experiment like this would be very useful.

Mr. MARTINEZ. Thank you.

Mr. MCKERNAN. Thank you.

Before we close, let me just say I think all of you are serving your various constituencies well. It really has been education and opportunity that has brought this country to the point we are at now—not only education, but opportunity for various forms of edu-

cation, that is going to take us where we need to go in the future. You are obviously at the forefront of that. I appreciate you taking the time to testify today.

Just a housekeeping announcement before we conclude, and that is that the hearing record is going to be kept open for 1 month after the date of this hearing for any additional views that anybody might want to express for inclusion in our record of this hearing.

Thank you all very much.

That concludes the hearing.

[Whereupon, at 1 p.m., the task force was adjourned.]

[The material submitted for inclusion in the record follows:]

JULY 23, 1984.

JAMES E. COMER, M.D.,
Yale Child Study Center,
New Haven, CT.

DEAR DR. COMER: This is to express my appreciation for your appearance before the Select Committee on Children, Youth, and Families' Task Force on Prevention Strategies hearings. "Improving American Education: Roles for Parents," held in Washington on June 7. Your participation contributed greatly to making the hearing a success.

The Committee is now in the process of editing the transcript of the hearing for publication. It would be helpful if you would go over the enclosed copy of your testimony to assure that it is accurate, and return it to us with any necessary corrections.

In addition, Congressman William Lehman has asked that the following questions be answered for the record:

1. You mentioned that governace committee where established at each school to help identify and manage school problems. Was it difficult in the beginning to get parents involved in these groups? Was it necessary to do any kind of training with the parents?

2. How much real influence did parents on the governance and management committees have over the principals decisions? How important was it that parents felt they had a real role to play in how the school was run?

3. You indicated that the governance bodies determined that low income students needed added help in developing social and life skills and created a program to help teach those skills in the schools. Could you give us an example of how that is done?

Once again, the other members of the Committee and I appreciate your taking the time to give us the benefit of you experience.

Sincerely,

GEORGE MILLER, *Chairman,*
Select Committee on Children, Youth, and Families.

YALE UNIVERSITY,
New Haven, CT, August 20, 1984.

Hon. GEORGE MILLER,
Chairman, Select Committee on Children, Youth and Families,
Washington, DC.

DEAR CHAIRMAN MILLER: It was a pleasure and an honor to make a presentation before your Select Committee on Children, Youth and Families' Task Force on Prevention Strategies. I am writing now to respond to the questions posed by Congressman Lehman and to return the edited transcript of my presentation.

Question 1—regarding parent participation in governance—there was some very short-lived difficulty in getting parents to participate in governance. There was some training of parents but it was more the overall improved climate of relationship in the school that facilitated parental participation than the specific training. Also, the training was indirect and informal and not didactic. For example, the social worker helped the Chairman of the parent group develop an agenda for their activities. She also participated in their meetings, indirectly helping them to address problems in an orderly fashion. Parents from this group were selected to serve on the overall school management group. Their participation in their own parent group prepared them to participate in the overall governance group. Direct and

structured training is possible but is more likely to suggest that the parents are deficient in some way.

Question 2—regarding influence of parents on the governance and management process—the parents believe that they had a real role to play in the management of the school was the key to the success of the parent and the school program. Almost all of the decisions made by the governance and management group were by consensus. Initially the principals, unacustomed to involving parents and teachers in decision making, made decisions without their input. This led to a decline in interest and commitment on the part of parents and teachers. We helped the principal identify the relationship between the level of input on the part of parents and teachers and their commitment to the program. This eventually led to the necessary kind of collaboration among parents, teachers and principal.

Question 3—regarding program of help in developing social and life skills—an example—

Parents were asked what they wanted for their children as adults. They indicated that they wanted the same kind of school job and career outcomes usually cited by little income parents. We then asked them, through a series of workshops, about the kinds of skills they felt were necessary for their children to achieve such goals. With their help our mental health team devised four units based on the areas of adult activities in which they will need skills to be successful—politics and government, business and economics, health and nutrition, spiritual/leisure time. A program was designed to integrate the teaching of basic academic skills, social skills and appreciation of the arts. Each classroom carried out one or more of these unit activities during what would have been free or elective time. They were planned by the classroom teacher, with the assistance of consultants of their choice, and submitted for approval to the governance and management group.

An example: At the time of the first unit a mayoralty contest was taking place in New Haven. the children wrote letters to the three candidates asking them to make a campaign visit to their school and sent thank you notes after the visit. The letters were both social skill and language arts lessons. The parents, with the teachers, rented a bus with funds they had raised from parent activities in support of the school program. They took the children around the town and pointed out the relationship between conditions and the political process. This was a social skills and social science lesson. They returned to the classroom and wrote an essay about their observations—a social science and language arts lesson. They were taught how to be hosts to the candidates and their parents and teachers on the day of the presentation. They were also taught how to ask the candidates questions so that they would "put them on the spot" without being rude or abusive. There were social skills activities. They practiced an put on a dance-drama program for the candidates, their parents and teachers. This activity emphasized appreciation of the arts.

Relevant activities were carried out in connection with the development of all of the units. The activities gave an immediacy to the basic academic skills the students were learning. It is important to know how to spell when you are writing to the mayor. It gave excitement and direction to the school. The activities provided numerous opportunities for the teachers and parents to aid the social and psychological development of the students.

I hope this information will be helpful to you. I wish you the best of success in the important work of your Committee.

Sincerely yours,

JAMES P. COMER, M.D.,
Professor of Psychiatry, Yale Child Study Center,
Associate Dean, Yale Medical School.

JULY 23, 1984.

Mrs. GENE BERRY,
President-Elect, National School Volunteer Program,
Salt Lake City, UT.

DEAR MRS. BERRY: This is to express my appreciation for your appearance before the Select Committee on Children, Youth, and Families' Task Force on Prevention Strategies hearing, "Improving American Education: Roles for Parents," held in Washington on June 7. Your participation contributed greatly to making the hearing a success.

The Committee is now in the process of editing the transcript of the hearing for publication. It would be helpful if you would go over the enclosed copy of your testi-

mony to assure that it is accurate, and return it to use with any necessary corrections.

In addition, Congressman William Lehman and Congressman John R. McKernan, Jr. have asked that the following questions be answered for the record:

Mr. LEHMAN. What effects has changing demographic, economic and family circumstances had on the level and character of volunteering in the schools?

Can you tell us a little about the school volunteer population nationally, particularly the parents? Are they mostly mothers/fathers? Working/not working? How has this changed in recent years?

How do you attract parents and others who have not been your traditional volunteers?

Parent involvement perspectives and practices appear to have been "institutionalized" in Salt Lake City. You have made some suggestions about how to encourage the development and expansion of parent involvement. Do you have any suggestions about how you keep it and maintain it once started?

How important is participation in governance and decision-making to parent involvement practices in the district?

Mr. MCKERNAN. In bringing parent and community volunteers into schools, have you experienced any difficulties in the beginning between school administrators, teachers and parents and, if so, how have you smoothed them out?

Once again, the other members of the Committee and I appreciate your taking the time to give us the benefit of your experience.

Sincerely,

GEORGE MILLER, *Chairman,*
Select Committee on Children, Youth, and Families.

SALT LAKE CITY SCHOOL VOLUNTEERS, INC.,
Salt Lake City, UT, August 10, 1984.

Representative GEORGE MILLER,
Select Committee on Children, Youth and Families,
Washington, DC.

DEAR CONGRESSMAN MILLER: I very much enjoyed the experience of testifying before the committee and I am pleased to respond to further questions from Congressmen Lehman and McKernan.

Mr. LEHMAN. What effects has changing demographic, economic and family circumstances had on the level and character of volunteering in the schools?

ANSWER. We have found that we can't afford to be too casual or haphazard in our approach. The competition for volunteers from other community agencies is strong. Schools need to be organized. They need to offer interesting and meaningful opportunities to volunteers in order to attract and keep them.

In addition, schools need to offer single parent families and working parents opportunities to become involved during nontraditional school hours. Schools need to work with employers to secure released time for parents to attend parent-teacher conferences or to spend time volunteering in school.

Finally, we have found that schools are involving other members of the community in volunteering. There are many more student volunteers now. Schools are actively recruiting older citizens for participation. Corporate involvement is increasing through Adopt-A-School and other partnership programs. Churches, service organizations, clubs and other organized groups are being encouraged to become involved in school volunteer programs.

Mr. LEHMAN. Can you tell us a little about the school volunteer population nationally, particularly the parents? Are they mostly mothers/fathers? Working/not working? How has this changed in recent years?

ANSWER. Unfortunately, I am unable to give you any substantive information about the school volunteer population nationally. This is an area where more research is really needed. More research on the effects of volunteerism on the schools and on student achievement is also desperately needed.

Mr. LEHMAN. How do you attract parents and others who have not been your traditional volunteers?

ANSWER. Effective recruitment of volunteers depends upon careful planning, clear goals and objectives, and the development of clear specific job descriptions. In addition, it is important to outline for the prospective volunteer or volunteer group just how volunteering will meet their needs whether they are emotional, physical or material needs. Any volunteers, whether they are parents or nontraditional volunteers, will respond better to a message like, "You can help students raise their achieve-

ment test scores, please help Mrs. Smith's second graders with their spelling lists once a week." Volunteers do not respond to "Our school is always open. Come on over any time."

Another aspect of recruitment is asking for help. Making a personal appeal, in person or on the phone is the most effective. With special groups like seniors, youths or businesses we have found peer-to-peer recruitment is the best. Our best recruiters are satisfied volunteers.

Recruitment is just a small part of a total plan. First there must be a carefully thought out plan based on needs assessments, with clear goals and objectives and good descriptions of volunteer jobs. After volunteers have been recruited, there must be a plan for their training and orientation and for recognition of their efforts. Opportunities for individual and program evaluation are extremely important as well. Without all the components, it will do little good to attract volunteers to our schools.

One final comment. Having an overall plan for a volunteer program implies that teachers and administrators support the program. Without their support the program cannot be effective. It was interesting to note that in a recent study of parent involvement done by the Southwest Educational Development Laboratory, school administrators still could only see parents involved in school in very traditinal roles like PTA registration helpers, or room mothers. This limited view of school volunteering will never attract many volunteers as parents and others today are looking for meaningful experiences and opportunities for growth. This approach will never help students raise their achievement levels as volunteers need to really be involved one-to-one with students to realize gains in achievement.

Mr. LEHMAN. Parent involvement perspectives and practices appear to have been "institutionalized" in Salt Lake City. You have made some suggestions about how to encourage the development and expansion of parent involvement. Do you have any suggestions about how you keep it and maintain it once started?

ANSWER. A key element for any program or concept to achieve any "staying power" is for people to truly value its exsistence. While careful planning is essential it has no meaning if implementers don't value the plan. Four ways to change values and attitudes were given in the testimony:

1. Articulate the philosophy—this is especially effective when coming from the school board and the superintendent.
2. Provide structures for the reform to take place—such as an organized, district level volunteer program.
3. Provide training—involve implementers in giving the training to their peers and others.
4. Reward and celebrate successes.

Along with the above strategies, others come to mind that have relevance particularly to institutionalization:

1. Support for the program or concept should exist at all levels, particularly the top.
2. The program should be written into formal school board policy.
3. The program should have a system-wide coordinator which implies it is a line item in the budget as well.
4. The goals and objectives of the program should be integrated into the curriculum K-12. For example, do teacher's lesson plans reflect planning for volunteers?
5. There should be an evaluation system, both ongoing and overall that continues to integrate the program into the overall plan of the school system.
6. Integration of volunteer management training into teacher education programs in colleges and universities.

Mr. LEHMAN. How important is participation in governance and decision-making to parent involvement practices in the district?

ANSWER. This is a very important aspect of parent involvement. First of all, it is in tune with the increasing need parents and the public in general have for more control over what is happening in the schools. Shared governance provides a structure for this to take place in an orderly and productive fashion.

Secondly, it offers parents another volunteer role. Many only feel comfortable as room mothers, or as attendees at Back-To-School night. Others are comfortable making a significant contribution in the classroom. Still others can bring valuable insights and skills to decision making and governance roles. It is an area that school personnel find difficult to share, yet it can be so critical to producing effective schools.

Finally, while this area is critically important, it cannot be a successful component without extensive training of both parents and school personnel. For all groups to understand their role is essential.

Mr. MCKERNAN. In bringing parent and community volunteers into schools, have you experienced an difficulties in the beginning between school administrators, teachers and parents and, if so, how have you smoothed them out?

ANSWER. Naturally, there are difficulties with programs of this nature not only in the beginning but also along the way as volunteers and school personnel change. That is why it is essential for school personnel in particular, to be committed to community involvement as they must take the lead in making community participation in the schools effective.

Most of the difficulties arise when people do not understand their roles. Parents need to know their limits. They cannot rush in to the schools and begin to order the principals and teachers about. Likewise, principals and teachers need help in knowing how to ask for help and how to manage volunteers effectively. They need to feel that parents and community members aren't there to "spy" or criticize and they need to know how to handle the few who are there for those purposes.

The key to smoothing out these problems is in having a carefully thought out overall plan for community involvement and in having a continuous training program for all of the groups involved. When people realize the benefits community involvement has for students and for all concerned their enthusiasm for the program grows.

Implementing effective community involvement programs take mature, committed leadership. Human relations skills, thorough training, and strong support from the superintendent and board of education are also essential ingredients for effective programs.

I hope this information will be useful to you. If you have further questions or if you need further elaboration on any of the points above, I would be delighted to be of assistance to you.

Sincerely,

GENE BERRY,
President, National School Volunteer Program.

JULY 23, 1984.

Mr. DANIEL MERENDA,
Acting Executive Director, National School Volunteer Program, 201 Fairfax, Suite 320, Alexandria, VA

DEAR MR. MERENDA: This is to express my appreciation for your appearance before the Select Committee on Children, Youth, and Families' Task Force on Prevention Strategies hearing, "Improving American Education: Roles for Parents," held in Washington on June 7. Your participation contributed greatly to making the hearing a success.

The Committee is now in the process of editing the transcript of the hearing for publication. It would be helpful if you would go over the enclosed copy of your testimony to assure that it is accurate, and return it to us with any necessary corrections.

In addition, Congressman William Lehman and Congressman John R. McKernan, Jr. have asked that the following questions be answered for the record:

Mr. Lehman—What effects has changing demographic, economic and family circumstances had on the level and character of volunteering in the schools?

Can you tell us a little about the school volunteer population nationally, particularly the parents? Are they mostly mothers/fathers? Working/not working? How has this changed in recent years?

Mr. McKernan—In bringing parent and community volunteers into schools, have you experienced any difficulties in the beginning between school administrators, teachers and parents and, if so, how have you smoothed them out?

Once again, the other members of the Committee and I appreciate your taking the time to give us the benefit of your experience.

Sincerely,

GEORGE MILLER, *Chairman,*
Select Committee on Children, Youth and Families.

RESPONSE TO QUESTIONS OF CONGRESSMAN WILLIAM LEHMAN

"What effects have changing demographic, economic and family circumstances had on the level and character of voluntering in the schools?"

"Can you tell us a little about the school volunteer population nationally, particularly the parents? Are they mostly mothers/fathers? Working/not working? How has this changed in recent years?"

Changes in demographic, economic and family circumstances have indeed affected the level and character of volunteering in schools. Some of the changes school systems are reporting include: Increased multi-national, ethnic and racial populations; Increased numbers of children with two-parent workers; Increased numbers of children in single parent families and/or Increased numbers in children of divorce.

These changes have imposed additional needs on school districts and on their school volunteer programs. Districts and volunteer programs have begun to respond with new services or to strengthen existing services in order to more effectively address these increased needs. Examples are:

Programs to facilitate language mastery for refugee or immigrant groups.

Programs allowing use of school buildings/facilities after school hours for latchkey children.

Programs to increase competency levels of minority populations.

Programs allowing caring connection to parent/authority figures.

Progams allowing experience in the world of work and business.

To realize these and other types of programs, the school volunteer population has similarly changed. The image of the school volunteer has been expanded beyond that of the mother who did not work outside the home. According to a 1982 survey, (conducted by the School Management Study Group of Salt Lake City, the National Center for Education Statistics, and the National School Volunteer Program), parents comprised only 33% of school volunteers. Older citizens, students, business employees (and a 4% "other" category) accounted for the remainder of school volunteers. It is our feel of the trends that businesses, senior citizens and students are volunteering in the schools in larger numbers in 1984.

RESPONSE TO QUESTION POSED BY CONGRESSMAN JOHN R. MC KERNAN, JR.

"In bringing parents and community volunteers into schools, have you experienced any difficulties in the beginning between school administrators, teachers, and parents and, if so, how have you smoothed them out?"

The National School Volunteer Program has a definitive, thirteen-step process for developing school volunteer programs which incorporates and addresses the concern for possible frictions in bringing volunteers into the schools. We have had experiences in which we had difficulties between school administrators, teachers, and parents.

We have found that obtaining prior commitments to the school volunteer program concept—from the official school board policy to principal/teacher teams—seems to focus all parties toward their common goal. NSVP offers training academies to help school districts assess, plan and implement their school volunteer programs. The academies incorporate all levels of the school system structure, with an eye toward conflict elimination or reduction.

SELECT COMMITTEE ON CHILDREN, YOUTH, AND FAMILIES,
Washington, DC, July 23, 1984.

MRS. FLORETTA D. MCKENZIE,
Superintendent of Schools, Chief State School Officer,
District of Columbia Public Schools, Washington, DC.

DEAR MRS. MCKENZIE: This is to express my appreciation for your appearance before the Select Committee on Children, Youth, and Families' Task Force on Prevention Strategies hearing, "Improving American Education: Roles for Parents," held in Washington on June 7. Your participation contributed greatly to make the hearing a success.

The Committee is now in the process of editing the transcript of the hearing for publication. It would be helpful if you would go over the enclosed copy of your testimony to assure that it is accurate, and return it to us with any necessary corrections.

In addition, Congressman William Lehman and Congressman John R. McKernan, Jr. have asked that the following questions be answered for the record:

Mr. LEHMAN. What are the special difficulties you and District staff and faculty face in involving parents and families, given the District's diverse and unique urban character?

Mr. MCKERNAN. In bringing parent and community volunteers into schools, have you experienced any difficulties in the beginning between school administrators, teachers and parents and, if so, how have you smoothed them out?

Once again, the other members of the Committee and I appreciate your taking the time to give us the benefit of your experience.

Sincerely,

GEORGE MILLER, *Chairman,*
Select Committee on Children, Youth, and Families.

DISTRICT OF COLUMBIA PUBLIC SCHOOLS,
Washington, DC, August 3, 1984.

Hon. GEORGE MILLER,
Chairman, Select Committee on Children Youth and Families,
Washington, DC.

DEAR MR. MILLER: Thank you for your kind words of appreciation for my appearance before the Select Committee. I am pleased that my contribution to the hearings has been considered meaningful. As superintendent of the D.C. Public Schools and a professional educator, I have a deep and abiding interest in the quality of education for all young people and a continuing commitment to parent and community involvement in the education process.

As you requested, the attached transcript has been reviewed and editorials have been noted in red ink. Regarding the two questions outlined for response in your letter, my answers, are as follows:

(1) As to special difficulties that the administration of the D.C. Public Schools faces in increasing parental involvement I feel that the major hurdles continue to arise in the areas of program development and outreach. We are constantly seeking innovative and effective ways to encourage urban parents and community members to become involved. This effort requires a great deal of time and effort on the part of staff. At the same time, we are constantly working to prepare our local school staff to utilize these human resources more effectively. Many minority and single parents can not easily see how they can help. Our continuing objective is to develop meaningful volunteer experiences that allow all parents to feel that they have contributed to their children's education in a significant way whether their time and effort has been expended in the school or in the home.

(2) As to your second question, the D.C. Public School system has enjoyed a lengthy history of community involvement. However, one of the major factors that led to enactment of Board of Education rules on the use of voluntary services and subsequent administrative policy which outlined the role and function of the volunteer coordination network in our school and created a central office Branch of Volunteer Services and Training for our school system, was the obvious need for uniform policy, guidelines and support staff to coordinate and monitor community volunteer activities. It has been and continues to be an ambitious undertaking. We have worked diligently to actively recruit parents and community while concurrently providing technical assistance and training for our administration and school staff in the effective use of community resources. I cannot stress enough the need to prepare school staff for such an undertaking. It does little good to provide community awareness and recruit volunteers, if the schools are not prepared to provide meaningful experiences for parent and community volunteers. There must be a systemwide commitment to such an effort.

It is sincerely hoped that these responses are of assistance, and that they provide some insight into the essential elements of an effective urban school district community and parent involvement strategy. Please do not hesitate to contact us further if we can provide additional information.

Sincerely,

FLORETTA DUKES MCKENZIE,
Superintendent of Schools, Chief State School Officer.

JULY 23, 1984.

Mrs. BEATRICE PERRY STANLEY,
Silver Spring, MD.

DEAR MRS. STANLEY: This is to express my appreciation for your appearance before the Select Committee on Children, Youth, and Families' Task Force on Prevention Strategies hearing, "Improving American Education: Roles for Parents," held in Washington on June 7. Your participation contributed greatly to making the hearing a success.

The Committee is now in the process of editing the transcript of the hearing for publication. It would be helpful if you would go over the enclosed copy of your testi-

mony to assure that it is accurate, and return it to us with any necessary corrections.

In addition, Congressman William Lehman and Congressman John R. McKernan, Jr. have asked that the following questions be answered for the record:

Mr. LEHMAN. You are to be commended for the strong interest and involvement you have shown in Kathy's education. How have you worked with other parents in the school to increase involvement?

From your perspective as a very involved parent and former teacher, what suggestions would you make to other parents and to teachers to facilitate effective parent involvement?

Mr. MCKERNAN. In bringing parent and community volunteers into schools, have you experienced any difficulties in the beginning between school administrators, teachers and parents and, if so, how have you smoothed them out?

Once again, the other members of the Committee and I appreciate your taking the time to give us the benefit of your experience.

Sincerely,

GEORGE MILLER, *Chairman,*
Select Committee on Children, Youth, and Families.

RESPONSES FROM BEATRICE PERRY STANLEY

Answers to Mr. Lehman's questions:

1. I have encourged the involvement of other parents by scheduling meetings at times when parents can come by directly from work. I established a telephone committee whose purpose it was to maintain active communication with groups of parents. Our P.T.S.A. planned a variety of activities in order to attract parents with various interests and skills. Finally, we encouraged sharing of transportation by parents who live in the same area.

2. My main suggestion to parents and teachers to facilitate effective parent involvement is good, frequent communication, and the scheduling of meetings at times that working parents can come without missing a day's pay, which is frequently a problem for people who are paid an hourly wage. Sometimes school personnel give the oral message that they want parental involvement but by poor communication and scheduling of meetings and activities at times inconvenient to parents, the hidden message is clear: We want "you" involved but on our terms.

Answers to Mr. McKernan's questions:

Frequently parents are reticent about expressing their concerns to teachers and administrators. They think their point of view and opinion will be looked upon as interference. Administrators and teachers, on the other hand, sometimes have the feeling that they are guardians of information which if shared diminishes their importance and power. These feelings while not expressed verbally are revealed by lack of attendance by some teachers at P.T.S.A. meetings and their lack of availability for conferences at times when parents can come to school.

Some of the problems were smoothed out by always allowing an open period in the P.T.S.A. agenda which allowed parents the opportunity to raise questions with administrators and teachers which stimulated discussion on issues that may have been difficult to discuss but were necessary if the vital communication gap were to be bridged.

JULY 23, 1984.

RENATO ESPINOZA, PH.D.,
Working Parents Project, Southwest Educational Development Laboratory,
Austin, TX.

DEAR DR. ESPINOZA: This is to express my appreciation for your appearance before the Select Committee on Children, Youth, and Families' Task Force on Prevention Strategies hearing, "Improving American Education: Roles for Parents," held in Washington on June 7. Your participation contributed greatly to making the hearing a success.

The Committee is now in the process of editing the transcript of the hearing for publication. It would be helpful if you would go over the enclosed copy of your testimony to assure that it is accurate, and return it to us with any necessay corrections.

In addition, Congressman William Lehman has asked that the following questions be answered for the record:

1. You indicated that employers themselves stand to benefit by promoting parent involvement in children's education among employees. Can you comment further on that? How do companies gain by encouraging workers to be involved at school?

2. Has the Employer Supported Parent Involvement Program been tried? How responsive have employers and school districts been?

3. Do you think that some parents actually choose to work for companies which have more flexible leave arrangements so they can be more involved in their children's lives and education? Are "rigid" employers screening out some potential workers?

Once again, the other members of the Committee and I appreciate your taking the time to give us the benefit of your experience.

Sincerely,

GEORGE MILLER, *Chairman,*
Select Committee on Children, Youth and Families.

WORKING PARENTS PROJECT'S RESPONSE TO QUESTIONS SUBMITTED BY THE SELECT COMMITTEE ON CHILDREN, YOUTH, AND FAMILIES' TASK FORCE ON PREVENTION STRATEGIES

Question 1. You indicated that employers themselves stand to benefit by promoting parent involvement in children's education among employees. Can you comment further on that? How do companies gain by encouraging workers to be involved in school?

Answer. In the short term, greater flexibility for parents to become involved in the education of their children would likely result in improved parent-child relationships, and workers with happy home lives are less stressed at work and thus are more likely to be motivated and productive.

Another immediate benefit to employers is the enhanced public image which would result from a policy change encouraging parental involvement in schools; in turn, the improved image in the community can positively affect the marketing of a company's products or services.

In the long run, as we have indicated in our written testimony, we believe that businesses and corporations have a major stake in the quality of the education our schools, in partnership with parents, impart to the current generation. The students of today are the managers, workers, and consumers of tomorrow. The majority of this future generation will join the labor pool within the next 12 years—many companies plan their operations for such a span of time.

It is unlikely that the direct effects of any single personnel policy can be measured in terms of job satisfaction, productivity, or morale. The program proposed involves other measures which, taken together, would indicate to employees, their children, the schools, and the community at large that the corporation cares for its people and its community.

The experience of companies that have instituted personnel policies that reflect a concern for the personal and family needs of their employees has been uniformly positive. Anecdotal evidence from employer-supported child care programs, for example, indicates that a large percentage of managers believed that their programs accomplished a wide range of objectives. The advantages have been described in terms of increased ability to attract new employees, lowered absenteeism, improved attitudes toward employer, favorable publicity, lowered job turnover, improved attitudes toward work, and improved community relations.

Question 2. Has the Employer Supported Parent Involvement program been tried? How responsive have employers and school districts been?

Answer. The Employer Supported Parental Involvement Program, as proposed, has not yet been tried. We are currently (summer of 1984) developing the necessary materials and making contacts in the Central Texas area for the initial trial. Some of its basic elements, however, have been tried by other districts, as part of other programs. For example, the Houston Independent School District's FAIL SAFE program provided parents a letter from the superintendent addressed to employers requesting release time for parents to attend parent-teacher conferences. The Albuquerque Public Schools offer noon-time seminars on educational topics to businesses through its Parent Involvement Center. A recent national survey found that about 28% of U.S. corporations provide personal leave time, a kind of short-term leave that can be used to meet parental involvement needs, among others. However, we know of no effort by employers to specifically encourage parental involvement in schools by providing special leave or release time. Some businesses participating in Austin's Adopt-a-School Program, a joint venture of the Chamber of Commerce and the Austin Independent School District, have provided some release time to their employees to participate in activities in the adopted schools. This, however, is a way

of providing volunteers for specific projects rather than parental involvement in the schools which their own children attend.

Question 3. Do you think that some parents actually choose to work for companies which have more flexible arrangements so they can be more involved in their children's lives and education? Are "rigid" employers screening out some potential workers?

Answer. We did not gather systematic data relating to this question. We have, however, anecdotal evidence from our sample that many workers are referred to employers by other workers already employed there, and that flexibility of leave policies is a major factor considered. On the other hand, we also encountered several instances of women choosing not to take supervisory positions in the anticipation that it would require more time than they were willing to devote to work and take away from their family. General rigidity in leave policies has the effect of discouraging or at least postponing the advancement of mothers of young children.

THE JOHNS HOPKINS UNIVERSITY,
Baltimore MD, June 11, 1984.

Hon. WILLIAM LEHMAN,
Select Committee on Children, Youth, and Families
Washington, DC.

DEAR CONGRESSMAN LEHMAN: It was my pleasure to contribute information at your hearings on "Improving American Education: Roles for Parents."

In response to your question about "semi-volunteers," let me say that it is certainly worthwhile to consider the benefits and costs of making paid positions available in the schools their children attend. However, paid aides, volunteers, and minimally-paid semi-volunteers at the school building may not be the most important roles for parents in improving children's education.

The important issue is to be clear which part of American education we have in mind when we talk roles for parents. There are ways to improve education by helping the teachers do more effective work in the classroom, and there are ways to improve education by helping the children on a one-to-one basis at home so that homework activities are completed with understanding and so that extra learning time at home is spent on needed skills. These are two of many ways to improve education with parent involvement, but these two have different short-term and long-term implications.

Research that measures effects (rather than opinions or hopes) shows that if the aim is to improve the schools in the short term, then even a few volunteers and aides at the school may be important. Volunteers, however, can be unreliable, and may leave after a short time when their children change schools or when the family moves. Thus, short-term help for the teacher with clerical or supervisory tasks, or making the volunteers feel good about themselves may be all that can be expected.

If the aim is to improve children's basic skills for the long-term, then all parents need to have information from the teachers about how they can monitor and assist their own child at home or learning activities and homework. Teacher leadership to involve all parents at home in learning activities at home affects parents and student achievement, as noted in my written testimony. If teachers can organize and lead parents in appropriate help at home, more students whould be helped to pass their grade level, more should succeed in school knowing their parents and teachers are coordinating basic skills learning, and few should have to drop out of school.

The long-term potential of such help for all students and parents should not be overlooked in favor of the expedient and visible short-term activities of relatively few parents at the school.

My position is different from several of the other witnesses at the hearing whose programs emphasize bringing some parents to the school or having businesses release parents for an occasional conference with teachers. These types of programs are certainly worthwhile, but have not been shown to have consistent effects on the majority of parent attitudes and children's achievements. We should be clear that programs that help a few parents become involved at school may not help all children improve their skills in school.

The diverse opinions in favor of volunteer programs, release time by business, and teacher leadership in involving all parents to assist with skills needed at school, can only be understood and made useful in policy decisions by federally supported research and evaluation on the different types of programs. The research must be of the sort that permits the measurement of effects on parents, students and teachers of the different types of parent involvement so that teachers and administrators can

predict the effects they will have when they choose one or another type of parent involvement.

I appreciate the opportunity to address this question because it clarifies how my research differs from the other perspectives expressed at the hearing. If there are additional questions in connection with the testimony, or if you or your staff want any points clairified, I will be happy to respond.

Sincerely yours,

JOYCE L. EPSTEIN, *Director,*
School Organization Program/Principal Research Scientist.

JULY 23, 1984.

JOYCE EPSTEIN, PH.D.,
Principal Research Scientist/Associate Professor of Sociology, Center for Social Organization of Schools, The Johns Hopkins University, Baltimore, MD.

DEAR DR. EPSTEIN: This is to express my appreciation for your appearance before the Select Committee on Children, Youth, and Families' Task Force on Prevention Strategies hearing, "Impoving American Education: Roles for Parents," held in Washington on June 7. Your participation contributed greatly to making the hearing a success.

The Committee is now in the process of editing the transcript of the hearing for publication. It would be helpful if you would go over the enclosed copy of your testimony to assure that it is accurate, and return it to us with any necessary corrections.

In addition, Congressman William Lehman has asked that the following questions be answered for the record:

1. You mentioned that teachers more frequently encourage parent involvement with young children. Is there any research evidence indicating that parent involvement is less important for older children?

2. You told us that teachers who are "leaders" elicit invlovement from all parents, not just the better-educated parents. Do all parents respond to teacher's requests? Do better educated parents (or less well educated parents) respond more frequently?

3. How much does an average teacher learn about working with parents when they are being trained to teach? Is "leadership" on the part of teachers something that can be taught? What implications do the findings from your study have for proposals to train and support teachers?

Once again, the other members of the Committee and I appreciate your taking the time to give us the benefit of your experience.

Sincerely,

GEORGE MILLER, *Chairman,*
Select Committee on Children, Youth, and Families.

THE JOHNS HOPKINS UNIVERSITY,
Baltimore, MD, August 2, 1984.

Hon. GEORGE MILLER,
Select Committee on Children, Youth, and Families,
Washington, DC.

DEAR CONGRESSMAN MILLER: Enclosed is the corrected copy of my testimony before your committee's hearing, "Improving American Education: Roles for Parents." Corrections have been made to clarify sentences that were hurriedly expressed when time was short. The corrected copy accurately reflects the research results, and removes redundant clauses. The content of the text is not changed by the corrections, nor is the length of the testimony affected.

Also enclosed are the answers to the three questions posed in your letter of 23 July, and a copy of my earlier letter in response to a question asked at the hearing by Congressman Lehman. He requested that answers be in writing because of the lack of time at the hearing.

It was a privilege to contribute to your committee's hearings. If I can be of further assistance, please do not hesitate to contact me.

Sincerely your,

JOYCE L. EPSTEIN,
Principal Research Scientist/Associate Professor of Social Relations.

QUESTIONS AND ANSWERS SUBMITTED BY JOYCE L. EPSTEIN FROM CONGRESSMAN MILLER'S LETTER OF JULY 23, 1984

Question 1. You mentioned that teachers more frequently encourage parent involvement with young children. Is there any research evidence indicating that parent involvement is less important for older children?

Answer. No, there is no reseach evidence about this. We found that some teachers continue to use parent involvement practices in learning activities at home through the elementary grades. In our study, on the average, and regardless of grade level, children improved reading skills when their teachers involved parents in learning activities at home. There are too few studies of upper elementary school students to be confident about the results of our small study, and there are virtually no studies of effects on students' achievement of parent involvement beyond the elementary school level.

We should remember that many parents continue to help their children with school work and with attitudes about school and learning throughout the high school years. Those parents do so without guidance from the teacher. Research shows that parent encouragement and support helps children to be more successful in school, throughout their high school careers. But many parents of older children do not know how to help their youngsters and too few teachers are trained to help parents in this way.

Research is very much needed on the varied kinds of parent involvement and their effects on students beyond the elementary school years. As children become more independent, they can still benefit from parent attention and assistance in school work. The kinds of parent involvement may change as children get older, but may still be very important for upper elementary, junior high or senior high school students.

Question 2. You told us that teachers who are leaders elicit involvement from all parents, not just the lesser educated parents. Do all parents respond to teacher's requests? Do better educated parents (or less-well-educated parents) respond more frequently?

Answer. In our research we found that when the teacher is a leader in the use of parent involvement, all parents respond about equally to teacher's requests. For example, in teacher-leader classrooms, better- and less-educated parents reported about the same number and frequency of requests for involvement in learning activities at home. In other teacher's classrooms, less-educated parents reported they were asked by the teachers to help the children more often than was reported by well educated parents. However, the non-leader teachers were more critical of the helpfulness and follow-through of the less-educated parents and single parents. In contrast, teacher leaders rated all parents higher in helpfulness, and were especially appreciative of the efforts of less-educated and single parents. The teacher leaders seemed to conduct more equitable programs of parent involvement. They expected all parents to help, and more often got the results they want from more- or less-educated parents, and from single and married parents. It was the teacher's leadership, then, not the education level nor the marital status of the parents, that determined parents' responses with parent involvement activities.

Question 3. How much does the average teacher learn about working with parents when they are trained to teach? Is "leadership" on the part of the teacher something that can be taught? What complications do the findings from your study have for proposals to train and support teachers?

Answer. There are few courses that teach teachers how to work with parents on learning activities at home. In a recent survey conducted by Stallworth and Williams, of 575 professors of education at colleges and universities with elementary education programs, only 4% taught a course on "teacher-parent relations." About half taught one or a few classes in which many aspects of parent and community involvement are touched upon.

We found that few, if any classes or courses are designed to help teachers to organize their instruction to systematically involve parents in learning activities to achieve school goals. Currently, as many negative as positive attitudes towards parents are taught to teachers in training. Often teachers are taught to avoid or to fear parents.

In our sample of 3700 teachers about 15% of the teachers attributed the use of their most useful parent involvement activity to a college course, college professor, or reading in education. About 40% of the teachers who used any technique attributed their best parent involvement practice to ideas obtained from their principal, another teacher, a parent, or their own experience as a teacher. So some teachers are being taught by others to put emphases on parent involvement.

In our study teacher "leadership" meant the frequent use of practices that involve parents in learning activities at home, and the principal's recognition of the teacher's skills in doing this. The creative teacher who is a "natural leader" is a special person whose skills probably cannot be readily duplicated among masses of teachers. However, research suggests that many teachers who are not natural leaders can be taught to be more effective—to adopt the techniques and the perspectives of excellent teachers. Each can become a "leader" in their own practices, if not a leader of other teachers.

There are complications in training and supporting teachers in using parent involvement because there is a lack of proven materials for teachers to use or to model for their own classrooms; there is a lack of research on the real effects of particular parent involvement practices at different grade levels; and there is a lack of school organization to support the long-term effort required to implement and evaluate parent involvement programs.

Recent proposals for "master teacher" or "career ladder" plans could include new responsbilities for master teachers in helping other teachers understand, implement and evaluate parent involvement practices in different subject areas at different grade levels. Some master teachers, who would earn more than less-experienced teachers could be asked to assume a new role in which they manage many resources—including parents and other community resources—to help students learn more effectively. But in addition to staff development of this sort, there will still be need for more research and development activities to build a knowledge base about effects of practices on students and parents at all levels of schooling.

JULY 23, 1984.

Mr. ROBERT WOODSON,
National Center for Neighborhood Enterprises,
Washington, DC.

DEAR MR. WOODSON: This is to express my appreciation for your appearance before the Select Committee on Children, Youth, and Families' Task Force on Prevention Strategies hearing, "Improving American Education: Roles for Parents," held in Washington on June 7. Your participation contributed greatly to making the hearing a success.

The Committee is now in the process of editing the transcript of the hearing for publication. It would be helpful if you would go over the enclosed copy of your testimony to assure that it is accurate, and return it to us with any necessary corrections.

In addition, Congressman William Lehman has asked that the following questions be answered for the record:

1. You report that the National Center has surveyed more than 250 neighborhood, independent schools. Out of a population of how many? Are they mainly primary, elementary or secondary?

2. Would you give us a few specific examples of how parents are involved in operating and supporting independent schools, and some of their effects on the schooling process?

3. Have innovative and successful practices of your school or neighborhood schools, in general been shared and perhaps adopted by the larger school systems where the schools are located? If so can you give us some examples?

Once again, the other members of the Committee and I appreciate your taking the time to give us the benefit of your experience.

Sincerely,

GEORGE MILLER, *Chairman,*
Select Committee on Children, Youth, and Families.

NATIONAL CENTER FOR NEIGHBORHOOD ENTERPRISE,
Washington, DC, August 1, 1984.

Hon. GEORGE MILLER,
Chairman, Select Committee on Children, Youth, and Families,
Washington, DC.

DEAR CONGRESSMAN MILLER: Enclosed is the edited transcript of my statement before your committee on June 7th and a copy of our interim project report on independent schools.

In response to Congressman Lehman's questions:

NCNE staff has identified approximately 250 independent schools and the number of existing schools is unknown. Most schools are primary and elementary although there are a few secondary.

Parental involvement is key to the success of many independent schools. A few examples:

Tom Escuela (School), Guadalupe, Arizona, is a trilingual and tricultural school, where 45 percent of the population in the town are Yaqui Indian and 55 percent Hispanic. The school was founded ten years ago but parents who were boycotting the public school in response to its desegregation efforts. Instruction is completely in English one day and in Spanish the next. Twice a week, parents come in to teach the Yaqui language.

Bruce-Guadalupe School, Milwaukee, Wisconsin, is a bilingual school with primarily Hispanic and black students. Two-thirds of the directors are parents and one-third community members. The staff generally reflects the composition of the student population.

St. Thomas Community School in New York City is successful in taking children who have been negatively labeled in the public schools as underachievers or children with disciplinary problems and preparing them for some of the best high schools in the city. The parents are the policymakers, who also screen and approve staff. Some of the parents have been encouraged to pursue higher education, and even welfare parents can receive assistance to keep their children in school through a unique fundraising program.

One outcome of NCNE's involvement with independent schools has been the opportunity for school leaders to meet and talk with each other and exchange ideas and techniques. We are using experienced administrator/teachers from one school as technical assistant experts in another. A teacher from Philadelphia, for example, is working with a school in New York to improve administrative practices.

I appreciate the opportunity to testify before your committee. If you have any questions, please do not hesitate to call.

Very truly yours,

ROBERT L. WOODSON, *President.*

NATIONAL CENTER FOR NEIGHBORHOOD ENTERPRISE

SEPTEMBER 1983.

ALTERNATIVE EDUCATIONAL OPTIONS FOR MINORITIES AND THE POOR

(An Interim Project Report by Joan Davis Ratteray)

A recent survey by the National Center for Neighborhood Enterprise has identified more than 250 independent neighborhood schools nationwide. Informed estimates suggest that the actual total number is much greater. These are schools meeting the academic and social needs of Black, Hispanic, American Indian, and Asian-American children, primarily in urban neighborhoods. In-depth site visits to verify reported findings have been conducted to 40 sites to date, with additional visits pending.

BACKGROUND

Many parents of minority and poor children are disillusioned by the lack of quality in traditional public school systems—especially large inner-city schools. Parents see their children trapped in an educational system that promises low-achievement. It is clear that public school systems do not respond efficiently or effectively to many of the basic educational needs of many inner-city underachieving poor children. These children never learn basic reading, writing, and computation skills.

Consequently, a large number of students lose interest in education and drop out, or are "pushed out" after 12 years of inadequate formal schooling. The rise in youth unemployment is directly related to this ineffective schooling. Youngsters are not equipped for economic survival or jobs, and cannot compete in a rapidly changing technological society.

As the educational debate rages on about issues of forced busing, merit pay for teachers and bilingual education, the widespread failure by educational institutions continues to have a crippling effect on students.

There is evidence, however, that neighborhood self-help responses to these failures hold promise. Across the United States, many parents of poor and minority children

are controlling the education of their children, by choosing neighborhood-based private schools.

They are enrolling their children in private schools that operate almost exclusively on tuition and modest community fundraising—often at great financial sacrifice—using welfare checks, depending on family and friends for tuition, by working multiple jobs or using weekends to supplement educational objectives. Many have found a way to escape the educational crises. Neighborhood parents have found or created schools that respond to their needs. They are finding committed educators to help their children succeed. While these parents generally do not seek to replace the role of the public school in the education of all minorities, they do seek to establish alternatives that can be nurtured into viable institutions that can make valuable and equal contributions. In the process they hope to be able to influence policymakers to redirect some of the public resources in a more equitable manner.

These independent schools are meeting the challenges of educating minority and poor children; NCNE would like to assist in harnessing this rich and vital national resource.

The Center has found that often these independent schools lack endowed academic and social programs. Instead, they are often located in inadequate physical facilities in some of the poorest inner-city neighborhoods. Yet, teaching and learning in these schools are unparalleled.

Most of the schools have curricula guided by a formal cultural or religious doctrine that provides educational discipline. Coursework includes high level math and foreign language instructions at early grade levels. Most schools have a formal program in computer literacy. Foreign languages include Spanish, French, Ki Swahili, Chinese, Latin and Arabic. The schools provide global awareness to their students who will have to compete in a world outside of their environments.

Reading and writting skills are emphasized and the acedemic performance of students is measured periodically by standardized tests.

The National Center for Neighborhood Enterprise intends to promote the growth and development of these schools by publicizing their accomplishments, providing forums for exchange of ideas and technical expertise, creating a data bank to serve as a resource for policy analysis and achieve development.

PRELIMINARY REPORT

Following is a summary of the findings resulting from NCNE's first site visits in July and September 1983:

Most schools consider themselves "independent academic preparatory institutions," rather than "traditional" or "cultural" institutions;

Most are indigenous to and located in low-income areas of cities and towns, however, weekend schools are usually outside of cities;

At least 35 states are represented in the survey;

Students

The average enrollment is about 200 students, ranging from a low of 22 to a high of over 800;

The average length of a student's enrollment is three years, with a range of two to seven years;

Most schools provide instruction from preschool through 8th grade. There are some high schools;

About half of the schools have an "open door" policy, and most require either in-house or standardized testing or both for placement;

Many of the schools have a waiting list and cannot accommodate additional students at this time, while others are still capable of immediate expansion;

Many of the graduates continue on to private schools, some on scholarships. The majority, however, go on to specialized or selective public high schools;

A few schools have formal post-graduation tracking of students' further academic or career accomplishments. Many are beginning to institute such proceedings. Some rely on informal parental, student feedback and feedback from other schools.

Staff

In most cases, teachers have undergraduate degrees, many have graduate degrees, and some have graduate credits. A few, however, specifically reject the notion of traditional credentials, focusing instead on demonstrated ability to teach, ideological or cultural empathy, and a dedication to the development of the children;

A majority of the teachers live within the community served by the school, and are of the same ethnic/cultural background (but not necessarily the same religious background) as the children they teach;

Some schools have teachers who are alumni and have earned degrees at traditional universities and have come back to teach in the school;

Very few have volunteers in teaching capacities;

Many teachers are former public school teachers or administrators.

Year started

Most of the schools were started in the mid-1970s, some in the mid-1960s, Muslim schools trace their origins to 1930, and others came into existence in the early 1900s.

Physical structure

Many schools own their own buildings and have plans for expansion;

The structures generally are located in converted single-family dwellings or townhouses, former public school buildings, and one occupies two floors of a center-city office building;

Most schools have a modest library and a playing area for their students; on the other hand, schools tend to share gymnasiums with other nearby institutions;

Frequently the physical plants are in need of repair and painting, some need new major systems such as for heating and cooling.

Parents

Most schools have parental groups that participate in school programs and support the schools financially with in-kind services and significant fundraising activities;

Curricula

Most of the schools are state accredited or licensed where applicable in their states;

All of the schools appear to have a cultural philosophy or religious doctrine that provides a context and purpose for the acquisition of knowledge;

All schools start foreign language instruction at an early grade level. Many teach Spanish or French, a few Arabic, Chinese or Latin; and the Pan-African schools Swahili;

Sciences and higher math are introduced at very early ages:

One school introduces biology to fourth and fifth grade students;

Another school uses its 24 computer lab in a community summer outreach program;

Science fairs, reading competition, and educational trips support the curricula;

Source of funds

Most of the schools are supported by tuition, some report 60 to 90 percent of their income from tuition, while a few only 40 percent and less; the range in fees were from $800 a year to over $2,000.

The remaining income comes from foundations, churches, community organizations, or parental fundraising efforts. In-kind contributions are common, while government support though block grants from offices of education to non-public schools is utilized occasionally.

SUMMARY OF INTERVIEWS

How did you get started?

Many parents and/or teachers were dissatisfied with the quality of education and the educational environment in urban public schools;

Some separated from traditional institutions (preschools, elementary schools, or high schools), sometimes losing or rejecting funding by a religious organization on which they were dependent to become more self-reliant in designing their school curricula;

Many were started specifically because of perceived overt racism by public or private school administrators.

What have been some of your biggest successes?

The most common response was the rewarding feeling of seing a child start out several grades behind and then catch up with or surpass their peers in traditional schools by several grades;

Some were simply grateful that they were able to stay open or experience rapid growth in a short period of time, or get parents and the community involved in the school.

Some felt that the school programs relieved much of the loneliness and isolation experienced in traditional schooling;

What have been some of your setbacks?

The most common response was not having enough funds to provide competitive salaries for teachers or to provide equipment and materials for programs;

If you had to do it over, what would you do differently?

Most people responded "nothing," some would not begin unless they had more secure advance funding and a few would never do it again at any price.

What is the future of alternative schools?

Generally:

The schools will continue to grow, and independent schools are on the "upswing;"

People are beginning to see that alternative schools have a legitimate right to exist and want to begin outreach programs.

Only a few were not optimistic.

With community support?

Minority businesses should be encouraged to give donations to help minority schools;

Families often rely on welfare checks to pay tuition;

Families demonstrate active involvement only after they see what their children are achieving;

Sometimes communities resist becoming involved until the school proves itself;

Many public institutions do not share their facilities even though many of these alternative programs serve the educational needs of these children.

Relating to public schools

Some felt that private schools played a positive and cooperative role with public schools, while others saw themselves in an adverse posture.

How much more growth do you want?

Most schools are prepared to expand slowly, adding either the next lowest or next highest grade year by year;

Some are aggressively positive in their approach to unlimited expansion;

Some prefer to remain as they are for the present time.

What do you need to strengthen your organization?

Some cited specific programs in writing skills, analytical thinking, verbal communication, sciences, computers, or advanced mathematics;

Most wanted their existing staff to receive further training, not new staff, while others wanted administrative assistance;

Rehabilitation of the physical plant, the purchase of instructional equipment and library books were often cited;

Measurement instruments for achievement would be appreciated by most, while some were interested in developing the data base needed to evaluate measurement instruments in the curricula;

What do you feel about vouchers and tutition tax credits?

Vouchers were widely acclaimed as having significant promise for helping independent schools, as well as for making public schools more accountable;

Tuition tax credits were seen often to be irrelevant to the constituencies of these schools, who have small tax liabilties; However, many felt the idea has brought more visibility to the concept of supporting parental choice;

Almost all of the schools would reject government financial suport if it meant that the schools would have to compromise their academic or cultural/religious agenda;

Few parents and administrators seem to understand the technical issues surrounding either vouchers or tutition tax credits, because they said most were too busy struggling for survival to initiate an investigation of these subjects. However, most wanted more information and discussion on the issues;

INDEPENDENT NEIGHBORHOOD SCHOOLS: SELECTED DATA (AS OF SEPTEMBER 1983)—NCNE PROJECT DIRECTOR: JOAN D. RATTERAY

Year started: Most from 1965 to 1975 Some from 1900 to 1930.
Enrollment: Average 200; Range 22 to 1,000.
Grades: Generally K–8; Some preschool and 12th grade.
Length of stay: From 3 to 7 years.
Tuition: $855 to $2,500. Some free.
Schools in survey: over 250.
States represented: 35.

Site visits to date: 40.
Schools tentatively reported in selected areas:
California: 24.
D.C. 14.
Florida: 23.
Illinois: 33.
New York: 43.
Pennsylvania: 30.

JULY 23, 1984.

Ms. KAREN COLEMAN,
Coordinator of Community Relations and Public Information,
School Board of Seminole County, Sanford, FL.

DEAR MS. COLEMAN: This is to express my appreciation for your appearance before the Select Committee on Children, Youth, and Families' Task Force on Prevention Strategies hearing, "Improving American Education: Roles for Parents," held in Washington on June 7. Your participation contributed greatly to making the hearing a success.

The Committee is now in the process of editing the transcript of the hearing for publication. It would be helpful if you would go over the enclosed copy of your testimony to assure that it is accurate, and return it to us with any necessary corrections.

In addition, Congressman William Lehman has asked that the following questions be answered for the record:

1. Florida passed legislation requiring parent participation in schools' educational programs. Is this the real "push" behind Seminole County's parent involvement program? Was the state mandate necessary to get things moving?

2. You indicated that free child care was provided through the Dividend program. How important is that in allowing parents to get involved in school activities?

3. You mentioned that employers allow release time for employees who are parents and other resource persons to get involved in the schools. How did this practice get started? How formal are these policies on the part of individual companies? Has your school board and administration adopted any formal statement to encourage and support these efforts?

Once again, the other members of the Committee and I appreciate your taking the time to give us the benefit of your experience.

Sincerely,

GEORGE MILLER, *Chairman,*
Select Committee on Children, Youth, and Families.

ANSWERS TO QUESTIONS PUT TO KAREN COLEMAN, SEMINOLE COUNTY, FLORIDA

1. The need for state or federal statutes dealing with citizen participation.

Answer. The Florida legislature in 1976 and 1979 passed legislation which requires that parent participation be an integral part of every school district's educational program. Additional statutes have dealt with citizen participation through school volunteer programs.

This legislation gave impetus and immediacy to the efforts of meaningfully involving citizens in education. Legislation also provided resources needed to implement and develop participation programs. Education, training, recognition, and the providing of needed materials and supplies are immediate needs for participation programs.

State and federal statutes which set goals and provide the resources for meeting those goals could be of invaluable assistance as school systems implement citizen participation programs.

2. The fact that in Seminole County 19 day care centers provide free day care. How is it done.

Answer. Free child care for our school volunteers has been especially helpful in the recruitment of parents with preschool children at home. At the present time 19 child care centers in our county provide one free day of child care per week for volunteers assisting in our school system.

At the beginning of each school year our Dividends school volunteer office contacts child care centers throughout the county asking for their assistance with this effort. This program provides obvious benefits to the school system, is a dynamic

partnership between the school system and the child care centers, and provides very valuable and positive word of mouth advertising for the participating centers.

3. 850 speakers participating in a Community Resource Program. Release time from work.

Answer. More than 850 citizens in Seminole County participate in the Community Resource Program and make presentations to classes throughout the county. They speak on their careers, some special interest, knowledge or experience, the free enterprise system, travel, and so forth. Last year 1,234 presentations were made to children in classrooms in our county on topics from accounting to Zimbabwe. The majority of these speakers participate through release time provided by employers. Many businesses have employers on staff with the responsibility to make presentations to community groups. As teachers work to enrich their curriculum they often request a Resource speaker on a certain topic. Businesses and individuals with expertise in that area are then contacted with the request for such a presentation for that class and other classes in the county.

Most employers permit this wonderful participation by employees on an informal basis, accommodating every request received. Other employers specify the number of presentations their employees will be able to make during the year. Their Community Resource Program coordinator tries to minimize the imposition on any one business by constantly recruiting additional speakers.

The school board of Seminole County has implemented three policies dealing with citizen participating. Policy 2.021 names Dividends as the official school volunteer program and requires training opportunities for all volunteers. Policy 8.002 mandates a local school advisory committee in every school and a district advisory committee to assist advisory committees throughout the district. Policy 8.009 encourages the formation of parent/teacher organizations and states that the schools' principals should assume active roles in working with the group.

Prepared Statement of Dorothy Rich, Ed. D., President, the Home and School Institute

With all due respect to the recent reports on the state of our nation's education, I want to point out that the perspectives and solutions in these reports are school-based. They do not address actions that need to be taken by schools to work with the home. That's why this hearing today is so important. I congratulate you for scheduling it.

What is needed are real connections between the educational forces of the school, the home and community in which children live. Just as good health depends on more than medical care, education depends on more than schooling.

There is already a great deal known about the importance of the family as educator. The research is very clear. What isn't clear is why the focus for and the responsibility for educational reform continue almost exclusively on the school when the family is a vital educational force.

Schools depend upon the home—the children and their attitudes. And overall, schools have not yet worked with the home or with other community agencies in a concerted, systematic manner.

The National Education Association (NEA) recognizing the need for leadership and for action to build an educational partnership with the home, is initiating with the Home and School Institute (HSI) a pilot Teacher-Parent Partnership Program in 12 school districts in fall 1984. This program will directly involve families in an educational role with their children. Teachers will receive training and materials to use the HSI method to provide home teaching which complements—not duplicates—roles for teachers and families. This is the first announcement of this program. Complete details will be forthcoming in early fall.

The NEA/HSI Teacher-Parent Partnership Program's goal is to enhance student academic progress through strengthened relationships among schools, families, and the community. Based on the results of the first year's experience, the program will be spread to more communities across the nation.

The work of the Institute which I founded 20 years ago has been devoted in large part to developing a parent-as-teacher strategy which can be used by all parents in their homes with their own children. We build programs based on assuming family strengths—not deficits. Our demonstration programs employ a preventive, self-help approach. This provides a structured home education program which uses the unique resources of the home without duplicating the work of the school. Research has documented positive effects for children. It has also shown that these programs work for a wide range of families, including those who have little time, little money, and little formal education.

HSI learning activities are written and presented in such a way that parents know exactly what to do. They are encouraged to use their own creativity and they're told that they can do nothing wrong. After a while, they start making up their own activities, and so do the children. Examples: Measure for Pleasure, Catalog Shopping Spree, Current Events Wall, Morning Messages. These activities individualize education in a meaningful and very personal way at home. HSI programs extend from kindergarten through junior high.

Families must see themselves as teachers. This takes nothing away from the schools. All families are the most important teachers of their children. Our approach builds a complementary, non-adversarial partnership combining the strengths of the home and the strengths of the schools. As a school person for 25 years, I have great respect for the work of the school. But while the school as an institution is powerful and needs and deserves our support, it just can't be as potent as the family.

So much is known about the statistics about single parents and working mothers that these needs not be repeated here. What may not be widely understood is that while these statistics show change, they do not necessarily show weakness. The Institute, in its programs around the country, has found strengths in all families. We have found that virtually all homes, no matter whether rich or poor, are citadels of care and concern for children.

We know that families are important. We know that families care. We know that teachers care and want to be effective. We know that a growing number of families and schools are feeling vulnerable in the face of so many changes today. And we know that support is needed to help families and schools identify their strengths and to build upon them.

A question that needs to be addressed is not how to use the school to strengthen the family, but how to use the potency and impact of the family to strengthen the school. Research has clearly shown that the efforts of schools which do not involve families do not result in sustained achievement for children. What is needed is a real and substantive partnership between home and school. And this needs to happen now. The NEA/HSI project is a major step, but more can be done now.

The HSI system has been tested, and our home education programs could work more widely for more people. One answer is to use institutions that already have direct access to large numbers of parents. It's possible to envision that supermarkets and gas stations could hand out home learning activities as "premiums" for their customers. Employers can build employee productivity by providing home learning materials for parents that will help them organize their home lives so their minds can be more fully on task at the job.

Newspapers, radio and television can encourage home education programs, and school systems can be involved. Home learning "spots" could be provided as regular, brief features on radio, television, and in the newspapers. Self-help is now popular. On radio, a trip on teaching reading or math in the kitchen could be shared in 30 seconds. On television, one minute "ads" can show an easy science experiment in the back yard or a math question at the gas station. It's not just public service; it's also good business.

The growing technology in individual homes also means that computer software can be used to carry the message and show the practice of home education.

To carry the message and practice of home learning, more school systems need to become involved. This will happen when:

(a) More school personnel become aware of the research that indicates the critical importance of the home as an educational institution.

(b) More educators receive training in working with families, including grandparents, as home teachers.

(c) A portion of legislatively mandated funds requires that teachers receive this training and provide teachers with funds to participate in these programs to build home-school educational partnership.

Parent involvement is something everybody wants, but little is done about it. Increased funding for schools may call for more tests or smaller classes. But where is the basic funding to provide teachers with training for work with parents or for staff to generate parent involvement?

In comparison with costs for other improvements in education, working with families is a real bargain. It's a bargain because its makes use of the work of parents and others in the home. It is a bargain because it works . . . but not enough people know it.

HSI has a long record of service and experience with thousands of families and schools across the nation. From this experience come 11 basic policy and program

recommendations. A paper containing these recommendations is available from the Institute, Special Projects, 1201 16th St. N.W., Washington, D.C. 20036.

HSI programs and materials include:

Basic Skills Achievement: The HSI Home Learning Study and its Relationship to First Grade Achievement; Project HELP (Home Education Learning Program); AHEAD (Accelerating Home Education and Development); Families Learning Together.

Bilingual Education: Teacher and Parent Training for School Success.

Career Education: Job Success Begins at Home.

Prevention of Child Abuse: Success for Families.

Senior Citizens: Home-School Volunteer Corps.

Special Education: Parent-School Partnership.

[Statement for the record.]

INSIGHTS FROM PARENTS AND EDUCATORS REGARDING PARENT INVOLVEMENT IN EDUCATION: SOME IMPLICATIONS AND RECOMMENDATIONS

Submitted as written testimony to the Task Force On Prevention Strategies, United States House of Representatives' Select Committee on Children, Youth, and Families for its records.
July 7, 1984

PARENT INVOLVEMENT IN EDUCATION PROJECT

(By David L. Williams, Jr., Ed.D., project director; John T. Stallworth, Ph.D., research associate, Southwest Educational Development Laboratory Austin, Tex.; and Preston C. Kronkosky, Ph.D., executive director)

A. INTRODUCTION

The Parent Involvement in Education Project is issuing funding from the National Institute of Education to achieve two major goals. First, it is establishing a research base of information regarding parent involvement from parents as well as educators. Second, it is issuing this base of information to develop guidelines and strategies for training teachers in the area of parent involvement as well as for improving the success of parent involvement programs as suggested by the research information base.

B. STUDY BACKGROUND

Parent involvement in education became a significant public issue with the advent of such federal programs as Head Start, Follow through, and Title One. The emphasis in these programs centered on having parents take a more active role in all aspects of their operations or activities. Although the intentions regarding parent involvement were admirable, this kind of parent involvement was destined to encounter difficulties for several reasons.

First, the definitions of parent involvement varied among these programs, which subjected the concept to various interpretations. Second, very little information existed regarding the attitudes of parents and educators toward such involvement. Third, there was a paucity of knowledge about the kinds of training parents and educators had or needed for successful parent involvement efforts. Fourth, much of the rationale for parent involvement in these programs condemned or ignored past as well as existing efforts in schools. Fifth, the proposed focus on parent involvement neither built upon existing strengths nor anticipated accurately the potential barriers.

Sixth, very little information was available regarding either preferences for specific parent involvement roles or the kinds of parent involvement activities existing in schools or programs. Much of the parent involvement literature portrayed parents taking part in education only through roles that supported the status quo of schools. There was no broad emphasis on parents as decision-makers, co-learners, advocates, or partners in the educational process. Though the emerging federal efforts espoused such involvement roles for parents, their acceptance was slow in these programs and even slower with respect to education as a whole.

The Parent Involvement in Education Project is based on the tenet that to improve the quality and effectiveness of our public schools, parents and educators must develop more of a collegial or collaborative relationship regarding educational issues and concerns as opposed to an adversarial one. In order to help determine what the prospects were for bringing such a relationship to fruition, the Project as parents and educators about their opinions concerning various aspects of parent involvement.

A written questionnaire was developed and used to gather this parent involvement information. Parents and educators in a six-state region were surveyed. The states included Arkansas, Mississippi, Louisiana, New Mexico, Oklahoma, and Texas. National, state and, local organizations of parents and educators assisted the project with its survey. Descriptive statistics, especially percentages, frequencies, and means, were produced to report patterns of responses to items in the survey. These statistics also served as a basis for comparing the similarities and differences of responses from the groups.

The major dimensions of each study included (1) general attitudes about parent involvement, (2) parent involvement in school decision-making, (3) parent involvement roles, (4) current parent involvement practices or activities, and (5) parent involvement as part of teacher training. In general, teacher educators, teachers, and principals were asked about how useful parent involvement was along these dimensions. Parents were queried as to how interested they were in these aspects of parent involvement. School governance officials were asked about policies and/or technical assistance with respect to these kinds of parent involvement.

Parent involvement at the elementary school level was the focus of this study. Subjects included teacher educators, principals, teachers, parents, school superintendents, school board presidents, and state department of education (SEA) officials. The response rate from sample populations of each group was as follows: parents 43.4% (2,083); teacher educators 60.5% (575); teachers 43.7% (873); principals 48.6% (729); school superintendents 46.5% (1,200); school board presidents 27.4% (664); and state education agency officials 83.3% (30).

C. SUMMARY OF RESULTS

1. Attitudes.—Subjects were asked to indicate the extent to which they agreed or disagreed with a set of statements about parent involvement.

Overall, a majority of the teacher educators were favorable in their responses to the general concept of parent involvement. In particular, they agreed strongest that (a) parent involvement in all school matters needs increasing, (b) teachers need extra training for parent involvement, (c) teachers should confer with parents about home life, (d) parents are usually cooperative with teachers, and (e) parents would help children more at home if they knew what to do.

Teacher educators strongly disagreed that (a) parents wanted involvement should get a college degree, (b) teachers are too overburdened to work with parents, (c) involving low income parents is unrealistic, (d) training teachers for parent involvement should not be an undergraduate priority, and (e) parents do more harm than good by helping children with school work.

Principals and teachers also were positive in their general response to the importance and value of parent involvement. The majority were in strong agreement with (a) teachers providing parents with ideas to help children at home with school work, (b) teachers taking on too many parental responsibilities, (c) principals providing teachers with parent involvement guidelines, (d) involving teachers in school policy decisions and (e) requiring a parent involvement course for undergraduates in elementary education.

The strongest disagreements by principals and teachers were expressed with regard to statements about (a) teachers being too overburdened to work with parents, (b) teachers not needing to be trained for parent involvement, (c) teachers not conferring with parents about children's home life, (d) parents evaluating teachers, and (e) parents evaluating principals.

A majority of parents agreed strongest with such parent involvement ideas as (a) making sure their children do homework, (c) feeling at ease during school visitations, (d) taking responsibility for getting involving at school, and (e) wanting teachers to send more information home about classroom activities.

The strongest disagreement expressed by most parents was toward the ideas that (a) they have little to do with their children's school success, (b) they do not have time for involvement with school activities, (c) teachers are too busy to also work with parents, (d) homework consumes too much family time, and (e) they are not trained enough to help make school decisions.

Among the school governance persons surveyed (superintendents, presidents and SEA officials), their strongest agreement regarding parent involvement in general was toward (a) teachers providing parents with ideas about helping children with school assignments, (b) teachers considering working with parents as part of their job, (c) including teachers in curriculum and instruction decisions, and (d) principals providing teachers with suggestions for working with parents.

Superintendents strongly agreed that parents need training before they are involved in school decision-making. But board presidents more strongly agreed with parents taking the initiative for getting involved in schools. However, SEA officials

voiced stronger agreement for school districts providing principals and teachers with guidelines for parent involvement.

Superintendents, board presidents, and SEA officials were unanimous in their strong disagreement with having (a) parent involvement in school administrative decisions, (b) parent involvement with either teacher or principal evaluation, (c) parent involvement only occurring through organizations, like PTA, and (d) parent involvement only occurring through organizations, like PTA, and (d) parent involvement having little effect on their children's academic success.

2. Decisions.—Parents were asked to indicate the extent to which they had an interest in being involved with selected school decisions. Teachers, teacher educators, superintendents, board presidents and SEA officials were asked to what extent it would be useful to have parents' input regarding these decisions. With the exception of teacher educators, a majority of all groups most favored having parents involved in such decisions as (1) amount of homework assigned their children, and (2) placing their children in special education. Teacher educators, along with teachers, principals, and school governance persons, indicated that it would be most useful to involve parents in school desegregation/integration plans. However, parents did not consider this a priority interest area.

A majority of the parents, superintendents, board presidents, and SEA officials considered it most useful to have parents involved in decisions about evaluating how well their children are learning and about disciplining of their own children. Neither teacher educators, teachers, nor principals concurred with such involvement by parents. Teachers and principals indicated it was more useful to involve parents with decisions concerning (a) if family problems are affecting school performance and (d) how to provide sex role instruction as well as sex education.

Participation in decisions about the selection of textbooks and other learning materials was of most interest to parents also but not considered useful by most of the other groups surveyed. Teacher educators indicated that parents should have input on such decisions as (a) multicultural/bilingual emphasis, (b) curriculum subject matter and (c) setting student promotion/retention standards, but not final authority. Rather, teacher educators considered it most useful to have parents make final decisions only regarding whether family problems are affecting school performance.

Decisions with respect to the hiring/firing of school staff were those most parents were least interested in being involved with the most educators indicated this as one of the least useful decisions with which parents should be involved. Among other decisions teachers and principals also considered least useful for parents to be involved in were (a) assignments of teachers in schools, (b) evaluating teacher performance, and (c) selecting teaching methods. School governance persons, teachers, and principals indicated it would also be least useful to involve parents in decisions about setting priorities for school budgets.

Selecting teaching materials, deciding on curriculum emphases, helping to evaluate pupils, and selecting teaching methods were least useful areas for parent decision-making according to responses from most school governance persons and teacher educators. A majority of parents also were least interested in being involved with decisions about including more multicultural/bilingual education in education and decisions regarding school desegregation plans and increased sex role teaching.

3. Roles.—Subjects were provided with a list of seven parent involvement roles. Parents were asked to indicate the extent to which they had an interest in participating in such roles. Educators were asked to indicate the importance of having parents take part in these roles.

The majority of parents and educators were strongest in their support for such roles as (a) "Audience", (b) "Home Tutor," and (c) "School Program Supporter" (See Table 1). The role of least interest or importance, as indicated by parents and educators respectively, was that of "Paid School Staff." Most teachers, principals, superintendents, and board presidents indicated that having parents in the role of "Advocate" was not too important. However, SEA officials considered this role as being very important and parents were very interested in such role.

A majority of the SEA officials, superintendents, and school board presidents consider parents in the role of "Co-learner" and school board preidents consider parents in the role of "Co-learner" as also not being important. Teachers and principals indicated a more neutral response overall about the importance of this role. Most parents indicated that they were definitely interested in this kind of role.

A majority of the teachers, principals, superintendents, and board presidents indicated that the role of "Decision-maker" was not an important one for parents. Conversely, most parents expressed a strong interest for participating in this role. Likewise, most SEA officials viewed this role as being a very important one for parents.

Overall, parents expressed a much stronger interest in participating in the "Audience," "Home Tutor," "School Program Supporter," "Advocate," "Co-Learner," and "Decision-Maker" roles that educators considered as being important. Among the

educator groups, SEA officials tended to indicate more importance to these roles than did the other groups.

4. Activities (Current Practices).—A list of parent involvement activities was provided in this section of this survey. Teachers, principals, superintendents and board presidents were asked to indicate how typical these activities were of their schools. Parents had to indicate those they participated in most often. SEA officials indicated which were most likely to be a focus of the technical assistance they offered to school districts.

"Attending school activities" (e.g. open house), "Attending parent-teacher conferences," and "Helping children with school homework" were the activities most typical as indicated by educators, most likely to be offered as technical assistance by SEA officials, and most often participated in by parents. Teachers, principals, superintendents, and board presidents indicated that "chaperoning for school activities" and "holding school support fundraisers" (e.g. pot-luck suppers) were also a common activity but neither parents nor SEA officials indicated the same.

Parents also considered "Visiting the schools" and "Taking part in PTA meetings" as most typical of the activities in which they participate. None of the educator groups rated these as most typical. SEA officials also most likely offered technical assistance for "Getting parents to identify school needs" and Getting parents to assist with establishing school goals." However, parents did not indicate these as being activities they take part in most and educators did not view these as being most typical in their schools.

"Hiring/firing of school staff," "Evaluation of School Staff," "Planning curriculum and instruction activities," and "Assisting with school budgets" were the activities least typical in schools, least often participated in by parents, and least offered as topics of technical assistance by SEA officials. A majority of teachers and principals indicated the "Participation in pupil evaluation" was also least typical in their schools. Most superintendents and board presidents also indicated that "Parent participation in home tutor training" was least likely to be offered in their schools.

5. Other Findings of Interest—

a. Teacher Training for Parent Involvement: A majority of the parents and educators strongly agreed that not only should teachers be trained for parent involvement, but also that, where possible, the training should be in a course at the undergraduate level. While most teacher educators indicated that they most often dealt with parent involvement through such activities as role playing, laboratory experiences, participation in parent-teacher conferences, and having student teachers work with parent volunteers, most teachers and principals think more is needed. This would include (1) talking with inservice teachers about parent involvement, (2) involvement in school activities with parents, (3) being involved with parent organizations, and (4) participation in principal-teacher-parent conferences.

b. Responsibility for Parent Involvement: A majority of educators and parents strongly agreed that teachers need to provide parents with ideas about helping children with school work at home and that principals should give teachers guidelines for parent involvement. However, school governance persons agreed most with principals, not teachers, taking the initiative to get parents involved. However, most principals agreed that parents should take the initiative to become involved.

A majority of the parents strongly agreed that they should be responsible for getting more involved in their children's schools. Most superintendents and SEA officials strongly agreed that school districts need to provide teachers and principals with parent involvement guidelines. However, neither superintendents, board presidents, nor SEA officials wanted state departments of education to provide parent involvement guidelines for school districts. Finally, most teachers saw increasing parent involvement in schools as the principal's responsibility.

c. Existence of Parent Involvement Policies: School governing officials were asked to indicate to what extent written parent involvement policies existed in their districts or agencies. A majority of these officials indicated that written parent involvement policies were available mostly for such areas as (1) placement of children in special education, (2) informing parents of children's violation of the district/school discipline policy, and (3) participating in some decisions regarding certain educational programs such as Bilingual Education, Follow Through, Head Start, etc. (See Table 2).

Most officials indicated that few, if any, written parent involvement policies existed with respect to such areas as (1) teacher home visits, (2) participation in school budget matters, (3) participation in development of district handbook or school guide, (4) school administration, (5) curriculum and instruction activities, (e) development of promotion standards and (f) parents visiting their children's schools.

d. Parent Involvement at Secondary School Level: Parents were asked to indicate the extent of their agreement with ten items offered as reasons why parents become less involved at the secondary school level. A majority of the parents strongly agreed that the reasons are (1) school staff do not ask them to be involved as much, (2) they (parents) do not have a good understanding of the coursework, (3) there are not as many conference opportunities, and (4) there are not as many PTA activities. Both the long distances between homes and schools as well as having lots of teachers to talk with were not seen as reasons parents become less involved.

e. Improving Parent Involvement at Elementary Level: Parents were given a list of ten suggestions and asked to indicate the extent to which each would work toward getting more parents involved. Among the suggestions that a majority of the parents indicated would work include (1) sending more parent involvement information home, (2) making parents feel more welcome in schools, (3) helping parents better understand subjects being taught, and (4) having more informal meetings where staff and parents can get to know each other better, (5) asking parents how they would like to become involved.

D. SUMMARY IMPLICATIONS AND RECOMMENDATIONS

Parent involvement in general, appears to be a worthwhile endeavor in the educational process according to parents and educators. Both groups generally consider such involvement as useful. But when examined closely, it becomes clear that educators and parents have somewhat different views about the meaning of parent involvement.

Educators are strong in their support for the traditional kinds of parent involvement: being an "audience" for school activities/information, "home tutors" for children and a "supporter" of school programs as purported or prepared mainly by school staff. While parents indicate a strong interest in parent involvement as defined by these variables, they expressed a strong interest in being involved as co-learners, advocates, and decision-makers. From the perspective of parents this broadens the definition of parent involvement. However, since educators do not see the usefulness of such kinds of parent involvement, their meaning is more narrowly focused.

In order for parent involvement to be mutually acceptable and a more viable aspect of education, its definition must be clearer among parents and educators. Diffences in the perceptions of what parent involvement means to all concerned will be continuing barrier to its more widespread success. This would seem to imply that a censensus regarding the definition of parent involvement must be developed as a basis for increasing the participation of parents in education. Further, this would bring more of a partnership approach to enhancing education at the elementary school level.

Other apparent implications are as follows:

1. The lack of a more clear perception among parents and educators regarding the meaning and importance of parent involvement appears to stem from neither group having received systematic training with respect to its purposes, principles, and benefits.

2. It appears that educators' disagreement with parents regarding participation in school governance may reflect a fear of parents sharing in the process as well as the perceived lack of being able to participate more fully themselves.

3. To enhance parent involvement in schools, it would appear that educators need to (a) look beyond traditional ways of working with parents, (b) realize that many parents are far more sophisticated than educators imagine, and (c) acquire additional knowledge/skills for effective implementation.

4. Successful parent involvement in schools would appear to depend upon the extent to which educators collectively (a) make a strong statement encouraging such involvement, (b) establish both the staff and financial resources to facilitate this involvement, and (c) develop policies that set the framework for involvement.

5. Teacher training apparently should broaden its notion of a teacher's role to include parents as partners in the learning process and how to best foster such relationships in addition to strengthening their teaching of fundamental/classroom management skills.

6. Improving parent involvement in schools seems to have a direct relationship to the openness of educators and schools to parents, the expressed receptivity by educators for parent involvement, and the range of parent involvement opportunities available to suit parents' needs, interests, and time availability.

7. If schools are to become more effective and the quality of education improved, the systemic as well as practical aspects of the educational enterprise may need

closer examination and change in order to incorporate and implement the concept of a parent-educator partnership.

8. Parent involvement will mean something slightly different for all families with school-age children, but that should not deter educators from working with parents to develop jointly the philosophy and components of an effective parent participation program.

9. Schools will need to realize that the most comprehensive parent involvement program, like the most comprehensive educational program, must extend to the school community rather than being limited to the school building.

Based upon the results and implications discussed, the following recommendations are offered:

1. For teacher training

That parent involvement should not be taught as a series of unrelated tasks and skills. Rather, it must be taught in a developmental sequence that progresses from the more traditional types of parent involvement where parents are asked to cooperate with school staff, to the types of parent involvement in which school staff provide services to parents, and then toward the types where parents and school staff work together essentially as partners in education.

That, in terms of priority, preservice teacher education must focus on providing prospective elementary teacher candidates with an overview of the various models of parent involvement as well as providing them with knowledge about potential costs and benefits to be derived from each model.

That, regarding parent involvement models, teachers need to learn how working with parents has the potential to improve their work, how to develop better relationships with children's parents, and how to help develop community support for the schools. To do so, parent involvement must be presented to preservice teachers so that it is not viewed as a necessary complement to their coursework, not an optional interest area.

That the parent involvement teacher training sequence address specific knowledge bases related to each specific type of parent involvement. For example: regarding the involvement of parents as home tutors, teachers should be taught the differences between teaching children and teaching their adult parents.

That once prospective teachers are motivated to learn about parent involvement and have mastered the relevant k owledge areas for each model of parent involvement, they be given the opportunity to learn and practice the skills necessary in applying that knowledge with parents.

That preservice training programs need to focus on the attitudes, knowledge, and skills that relate to the most traditional parent involvement roles since these roles are most widely accepted in the schools and they are most congruent with the needs of beginning elementary school teachers.

Inservice training also must begin with a developmental framework for teachers to look at the various models of parent involvement. The results of our surveys indicate that most teachers, administrators, and parents support the role of parents as audience, but there are also significant numbers in each group favoring the models in which parents and school staff function as partners in the educational process. Therefore, involving parents as audience is a good first step, but in a given district the relationship between parents and the school may already be much more developed.

Inservice training also has to focus on teachers' attitudes and their motivations to begin working with parents. Once this is established, training should move on to knowledge and then to actually developing requisite skills. This sequence of training suggests that inservice training for parent involvement will probably consist of a series of workshops rather than a one-day, one-time workshop.

2. For improving parent involvement in schools

Principals and other administrators must be included in parent involvement training as they often set the rules and norms in the schools. If they are not aware of the benefits of parent involvement, or not skilled in working with parents, they may set norms for teachers that discourage them from using the skills or knowledge they have acquired.

In order to encourage staff at all levels in school districts to develop better relations with parents, formal district policies need to be written that clearly spell out the commitment to parent involvement. Responses from superintendents' and school board presidents' surveys indicate that existence of formal written policies encouraging parent involvement is directly related to increased levels of a variety of parent involvement activites in schools.

In designing school district parent involvement programs, the various types of parent involvement must be viewed as a developmental sequence, from the teachers' and the parents' point of view. Increasing parent involvement in the role of audience requires comparatively less effort and skill on the part of both teachers and parents than would parent involvement as home tutors. Therefore, interests, skill levels, and estimates of available time, especially on the part of parents, must be considered when deciding which types of parent involvement are to be the focus of program efforts.

School district and building or classroom parent involvement efforts need to establish their program activities based on the premise that parents are as equally important to children's academic success as educator, which will necessitate providing parents with more of a say in all educational matters.

3. For building family strengths

To strengthen the capacity of families to establish an appropriate learning environment, provide an appropriate range of learning materials, provide useful learning experiences, influence educational efforts at school, and support/reinforce school learning, parents need to be fully involved at all levels of the educational system.

To strengthen the capacity of families as partners with school staff in the education of children, parents will need more information, more opportunities to share insights/concerns, and more training for roles they can or wish to play.

To strengthen the capacity of families in either arranging for or caring for needs of its members, parents need opportunities through parent involvement to interact with, be informed about, referred to, and instructed to deal with those agencies, organizations, networks, and resources that they can access in the larger community.

Parent involvement can become a catalyst, not only for parents to influence as well as fully participate in the educational system, but also to effectively negotiate through entities in the community that can aid in making family life more satisfying and successful.

TABLE 1

A COMPARISON OF PARENT AND EDUCATOR* VIEWS REGARDING PARENT INVOLVEMENT ROLES

Roles	Parents*		Teachers*		Principals*		Sch. Bd. Pres.		SEAs		Superintendents	
	Ranking	Mean**	Ranking	Mean**	Ranking	Mean**	Ranking	Mean	Ranking	Mean	Ranking	Mean
Audience - supporting your child in school, for example, by going to school performances, baking for bake sales, responding to notices from the school, etc.	1 (2)	4.75	1	4.24	1	4.12	1	4.46	1	4.39	1	4.34
Home Tutor - helping your children at home with school work or other educational activities.	2 (1)	4.51	3	3.86	3	3.65	2	4.27	2	4.32	2	4.16
School Program Supporter - coming to the school to assist in events; for example, chaperoning a party or field trip, taking tickets at a fund-raising dinner, or such activities.	3	4.46	2	4.21	2	4.09	3	3.97	4	3.93	3	3.78
Advocate - meeting with school board or other officials to ask for changes in rules or practices in the school or school system.	4	4.16	6	3.10	6	3.12	4	3.17	5	3.82	5	2.99
Co-Learner - going to classes or workshops with teachers and principals where everyone learns more about children and education.	5	4.09	4	3.65	4	3.59	6	2.86	6	3.54	7	2.87
Decision Maker - being on an advisory board, a school committee, or governing board; or by giving your opinions to these boards or committees.	6	4.06	7	2.41	7	2.61	5	3.14	3	4.11	4	3.15
Paid School Staff - work in the school as an aide, parent educator, assistant teacher, assistant librarian, or other such jobs.	7	3.39	5	3.20	5	3.09	7	2.85	6	3.54	6	2.95

*N's for each group: Parents (2,083), Teachers (873), Principals (726), Superintendents (1,200), SEAs (29), School Board Presidents (664).

**Parent means derived from responses to a 5 point scale of 1 (Definitely Not Interested) to 5 (Definitely Interested). Educators' means derived from responses to a 5 point scale of 1 (Not Important) to 5 (Very Important).

TABLE 2

COMPARISON OF SUPERINTENDENTS', SCHOOL BOARD PRESIDENTS' AND STATE EDUCATION AGENCY OFFICIALS' RESPONSES ABOUT EXISTENCE OF WRITTEN PARENT INVOLVEMENT POLICIES* IN RANK ORDER

Types of Activities	Superintendents		School Board Presidents		SEA Officials	
	Rank	%	Rank	%	Rank	%
Parent participation in decisions related to placement of their child in special education programs.	1	88.0	2	64.7	1	92.9
Informing parents of any violation of the district's discipline policy by their children.	2	79.0	1	83.6	3	25.0
Parent participation in some decisions regarding the inclusion of certain educational programs in their schools such as Title I, Head Start, Bilingual Education, Basic Skills Education, etc.	3	48.0	4	32.8	2	53.6
Parent participation in parent-teacher conferences concerning children's progress.	4	36.9	3	41.4	5	17.9
Parent participation in decisions regarding the retaining of their children.	5	25.6	6	26.1	9	7.1
Sending information home to parents about school activities at their children's schools.	6	24.7	5	30.2	13	3.6
Having parents visit the school for the purpose of meeting school staff.	7	16.1	7	17.0	10	7.1
Parent participation in the development of promotion standards for their children.	8	15.1	9	12.7	7	10.7
Parent participation in the organization of parent volunteer efforts in schools.	9	13.6	8	13.9	8	10.7
Parent participation in decisions regarding curriculum and instruction matters such as selection of teaching materials, determining of educational goals, selection of teaching strategies, etc.	10	10.8	11	9.2	4	18.5
Parent participation in the development of a handbook which describes the district's educational philosophy; goals, along with responsibilities of school staff, parents, citizens and the community.	11	10.7	10	10.0	6	17.9
Parent participation in decisions related to school budget matters.	12	5.0	12	3.4	12	7.1
Having teachers visit parents in their homes to get acquainted.	13	2.9	13	2.9	14	3.6
Parent participation in decisions regarding school administrative decisions such as establishment of discipline rules, selection of school instructional periods, etc.	14	2.9	14	2.0	11	7.1

* Superintendents' and School Board Presidents' responses indicate % having written parent involvement policies in their districts. SEA Officials' responses indicate % having written policies in their agencies.